4H-EFNEP CONFERENCE SEPTEMBER 21-22, 1988

OBJECTIVES

1. Participants will understand that leader training can be easy to plan and conduct (given inputs).

2. Participants will understand that the Leader Training Kit will meet multiple needs and is flexible to use.

3. Participants will learn ways to organize Kit.

4. Participants (in groups of 3) will develop at least 1 lesson plan for leader training for specific group of leaders.

5. Participants will discover teaching models by being actively involved in delivery and evaluation of lessons.

OBJECTIVES FOR COMMITTEE

1. Conference to run smoothly and simply.

2. Hands on method as model.

3. Convey flexibility of Kit.

OPENING STATEMENTS

1. Validate participants past experiences with leader training.

2. Time, money, commitment are required for leader training. County Directors must believe.

3. Staff define leader audiences.

Day 1
1. Staff identify audiences for current year.

2. Staff become familiar with contents of Kit.

Day 2
1. Staff use Kit in small groups.

2. Staff adapt materials to county setting.

LETTER TO COUNTY DIRECTORS

Time and money required. If one cannot commit, don't send staff.

If you have County Director's approval, we are asking you to make x commitment before making your decision to attend.

1. Use any part/s of Kit with at least 2 groups of leaders by November 31, 1988.

2. Respond to Survey by December 31, 1988.

4H-EFNEP LEADER TRAINING WORKSHOP
SEPTEMBER 21-22, 1988

Clarion Hotel, Millbrae - San Francisco Airport
Room: Embarcadero A, 4th Floor

Goal of 2-day Workshop:

Provide 4H-EFNEP staff with new tools that will enhance the overall quality of 4H-EFNEP leader training.

Wednesday September 21st

9:00	Registration Coffee
9:30	- Welcome - Marilyn - Conference overview. How it came about. - Overview of Table of Contents
10:00	Nuts and Bolts - Edwina
10:20	Nutrition Game "Popcorn Song and Stretch" - Melida
10:30	"Eat It" Nutrition Centers Part I - Marilyn
12:00	LUNCH in Pacific Room (3rd Fl. and then down to mezzanine area)
1:10	Nutrition Game "Snatch the Food Groups" - Shelley
1:30	Working with Leaders - David
2:15	"Eat It" Nutrition Centers Part II - Marilyn Make Your Own Nutrition Centers
3:00	Coffee break
4:30	Activity "Trust Me I'm Okay" - Lucrecia
5:00	Closure and Evaluation - Marilyn
5:30	Dinner will be on your own. (Receipt required. $15 maximum.)

Thursday September 22nd

6:30	Morning Stretch (Low Impact) - optional - Melida
7:00	Buffet breakfast at Nob Hill Court, located in Lobby area
8:00	Activity "Human Tangle" - Shelley

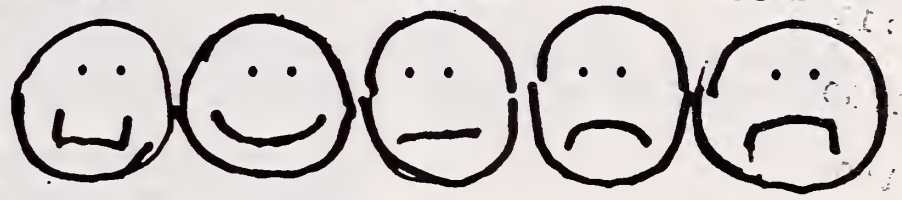
8:15	Working With Kids - Judy
8:30	Choosing Nutrition Resources - Judy
10:00	Coffee break
10:15	Cross Cultural Approach to 4H-EFNEP - Lucrecia
12:00	LUNCH - Nob Hill Court located in Lobby area
1:00	Nutrition Game Booklet - Shelley Nutrition Game "Food Feud"
1:45	Design Your Own Lesson Plan - Marilyn
3:00	Coffee break
3:30	Notebook Game - Judy
3:45	Evaluation
4:00	Nutrition Resource Libraries - David
4:05	What activities/materials can you use at your next leader training?
4:15	Thank you! Drive safely.

Total responses = 16

EVALUATION OF TODAY'S PROGRAM
4-H/EFNEP Leader Training Workshop

Day 1

Goal of 2-day Workshop:
Provide 4-H/EFNEP staff with new tools that will enhance the overall quality of 4-H/EFNEP leader training.



Please check the box ☐ which most represents how you feel about the following sentences:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	OTHER COMMENT
1. Overall, I thought today's program was excellent.	8	8				
2. The Nuts and Bolts section of the kit will be useful to me.	6	9				
3. The Working with Leaders section will be useful to me.	7	8				
4. The 16 nutrition centers will be useful to me.	9	6				
5. The Working with Kids section will be useful to me.	1	4				Day 2
6. The multicultural activities will be useful to me.	1	4				Day 2
7. The nutrition games will be useful to me.	5	7	4			
8. I plan to model this "hands-on" approach to training.	7	9				

NOTE: See following page for items 9 - 12.

9. What did you find not valuable today?

* The nutrition centers (6 responses).
* All sections.
* The materials - handouts.
* Hands on approach.
* Hands on activities.
* Relaxed, flexible atmosphere.
* Helpful to those in planning and executing leader training.
* Opportunity to work with a partner with a different perspective.
* Organization of the nutrition centers.
* Interaction of EFNEP staff as a group.
* Everyone allowed to remark.
* Learning centers great, information valuable.

10. What would you like to see changed in this workshop?

* Check point sheet for nutrition centers.
* Nothing (7 responses).
* A bit more lecture.
* I found the making of the 3 centers a little confusing.

11. Comments on the workshop organizers/facilitators (Judy, Edwina, Dave, Lucrecia, Shelley, Marilyn).

* Excellent.
* I'm impressed.
* Very well organized.
* Everyone clear in their explanations.
* All did a great job.
* All enthusiastic.
* Dave - interesting.
* Obvious they have done a lot of work.
* "Untrabajo estupendo".
* Excellent work; was needed very badly.
* Hard work and quality.
* Very good thorough organization and planning went into the nutrition centers.

12. Comments on the facilities (meeting room, breakfast, lunch, sleeping rooms).

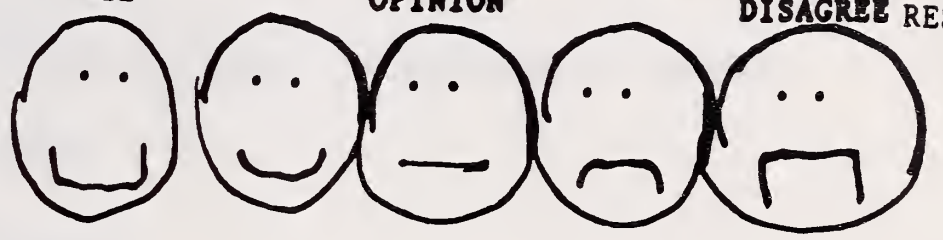
* Good (2 responses).
* Very good (3 responses).
* Fine.
* Excellent (4 responses) - good large rooms; meeting room, meals.
* Something for non-coffee and tea drinkers.

EVALUATION OF TODAY'S PROGRAM
4-H/EFNEP Leader Training Workshop

No.# of responses = 15

Day 2

* = see also #12.



Please check the box ☐ which most represents how you feel about the following sentences:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NO RESPONS
1. Overall, I thought today's program will help me improve the quality of 4-H/EFNEP leader training in my county.	7	7	1			
2. I plan to use the Nutrition Games booklet in my county.	10	1	3	1		
3. The multicultural approach section of the kit will enhance my program.	3	10	1	1		
4. I benefited from critiquing the nutrition resources.	7	7		1		1
5. Developing a lesson plan for training a group of leaders in my county is helpful.	6	7		1		1
6. The training kit is organized so I can find materials easily.	8	6				1
6a) Working with kids*	2	1	1			8*

NOTE: See following pages for items 7 - 12.

7. What did you find most valuable today?

* Preparing outline for leaders with special needs.
* Multi-cultural presentation extremely important; should be done for traditional 4-H workshops as well.
* Youth games as activities.
* Multi-cultural presentation.
* Individualized activities for children of different levels.
* Resources.
* Completion of nutrition book.
* Hands-on materials.
* Nutrition book critiques.
* Planning session (3 responses).
* Everything (4 responses).

8. What would you like to see changed?

* Nothing (6 responses).
* Less lecture on multi-cultural presentation (3 responses).
* More multi-cultural.
* Multi-cultural - too patronizing.
* More time for planning.

9. Comments on the workshop organizers/facilitators (Judy, Edwina, Dave, Lucrecia, Shelley, Marilyn).

* Excellent (3 responses).
* Great (2 responses).
* Fantastic.
* Good (2 responses).
* Lucrecia - excellent.
* All put forth a tremendous program presentation.
* All speakers very prepared.
* Much work went into sessions.

10. Comments on the facilities (meeting room, breakfast, lunch, sleeping rooms).

* Great (3 responses).
* Good (3 responses).
* Very good.
* Fantastic.
* Ok.
* Very satisfactory.
* Fine.
* Great lunch.
* Meeting rooms comfortable.
* Meals good.

* Excellent meeting facilities.
* Would like to be closer to San Francisco.

11. What other topics would you like to see in future 4H-EFNEP workshops?

* Unsure (2 responses).
* Expand on the same.
* State materials available.
* Hands-on activities.
* Hopefully Zeke could attend.
* Future funding of EFNEP.
* More adult and youth interfacing.
* Ideas on how to introduce child abuse issue.
* Identify plus work with all EFNEP materials.
* Entire conference just great.

12. Comments on "working with kids" presentations.

* Working with kids was an excellent presentation.
* Working with kids was very good (2 responses).
* Currently working with teachers so not appropriate for me.

4H - EFNEP LEADER TRAINING KIT

EFNEP

Prepared by the 4H-EFNEP Advisory Committee

Committee

Judith Barnes, San Mateo Youth Advisor
David De La Torre, San Bernardino Youth Assistant
Lucrecia Farfan-Ramirez, Alameda Youth Assistant
Shelley Murdock, Contra Costa Youth Development Advisor
Marilyn Townsend, 4H-EFNEP Statewide Coordinator
Edwina Williams, Los Angeles Youth Advisor

/--/

9/88

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TABLE OF CONTENTS (Cont.)

4-H EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM

ROLE OF THE UNIVERSITY

The University of California Cooperative Extension is part of a nationwide system that provide informal, off-campus educational opportunities in agriculture, family and consumer information and the environment. These programs benefit the farmer, the homemaker, the consumer, youth and many others. The programs provide useful information based on university research that will help people to improve the quality of their lives; develop problem solving skills; become competent consumers; conserve and wisely develop natural resources; and build better communities.

OVERVIEW OF 4-H

An integral part of Cooperative Extension is the 4-H Program. The 4-H mission is to help young people develop into responsible, self-directed, productive citizen s of the world, and to improve the well-being of youth and society, through the use of research-based, learn-by-doing educational experiences. This is achieved through the training of volunteers, paraprofessionalsand other agency people who in turn work with youth in a variety of learning experiences and situations.

THE EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM

Another important part of Cooperative Extension is the federally funded Expanded Food and Nutrition Education Program ~(EFNEP) initiated in 1969. The purpose of EFNEP is to help low-income families and youth gain knowledge, skills and motivation to choose a good diet at a relatively low cost. The 4-H phase of EFNEP is charged specially with providing educational programs in food and nutrition and the goal is to encourage participating youth to pursue other opportunities through involvement in additional 4-H programs.

4-H EFNEP will provide for your group educational curricula that use the creative approach to teach, while reflecting the nutritional needs and cultural heritage of the audientce. The 4-H Staff will also train volunteers to teach the programs and coordinate the program activities. WE FEEL THAT GOOD NUTRITION IS PREVENTIVE MEDICINE.

UNIVERSITY OF CALIFORNIA COOPERATIVE EXTENSION
_____ COUNTY

ROLE OF THE UNIVERSITY

In 1853 Congress provided land, or funds for land to states for teaching institutions. The University of California is one of these 'land grant colleges.' In 1914, the Smith-Lever and Hatch Acts provided funds to these institutions for practical 'learn by doing' education. A three part system of teaching, research and extension was developed. One part is Cooperative Extension which is administered by the University's Division of Agriculture and Natural Resources.

Cooperative Extension is a nation-wide tax supported system that provide educational programs in agriculture. family and consumer information and the environment. There is a Cooperative Extension program in most of California's counties. These programs provide useful information based on university research that will help people to improve the quality of their lives; develop their problem solving skills; become competent consumers; conserve and wisely develop natural resources; and build better communities. Cooperative Extension's programs differ from those offered by the campus-based university in three important ways:

- All of Cooperative Extension's training activies are offered free, or for a small fee to cover the cost of materials used in the program.
- Most of Cooperative Extension's educational programs do not offer college credit for course work.
- Cooperative Extension's programs are held at off-campus locations through out the county, at times and places convenient to the clientele being served.

_____ County Cooperative Extension programs are designed to meet many of the varied needs of the diverse population of this county. Cooperative Extension is able to provide this broad range of educational programs because of the partnership between the United States Department of Agriculture, the University of California and the County of _____, a cooperative arrangement dating back to 1914. These programs are highlighted in this brochure. (HANDOUT COUNTY BROCHURE AND DISCUSS).

Affirmative Action is a mandated part of Cooperative Extension's programs. Affirmative Action existence assures individuals that they will not be discriminated against because of religion, sex or ethic origin. It's on-going effort includes developing program content so that it has appeal to all clientele; developing a delivery system adapted to all potential clientele; publicizing the program's availability to all potential clientele; and

examining programs for possible economic and social barriers and making appropriate adjustments. Through the counties Cooperative Extension staff is ultimately responsible for the results of an affirmative action program, volunteers and members are encouraged to assist whenever possible.

OVERVIEW OF 4-H

An integral part of Cooperative Extension is the 4-H Program. The 4-H mission is to help youth develop into responsible, self-directed, productive citizens of the world and to improve kthe well-being of youth and society, through the use of research-based, learn by doing educational experiences. This is achieved through the training of volunteers, paraprofessionals and other agency people who in turn work with youth in a variety of learning experiences and situations.

The 4-H educational goals are:

--Acquisition of life, leadership, and problem solving skills to enhance the individual development and well-being.

--Acquisition of knowledge and skills in the production and wise use of food, fiber and the conservation of the world's natrual resources.

--Understand of and responsible participation in community affairs.

Emblem: The four Hs of the 4-H emblem stands for head, heart, hands and health. Federal laws prohibits the use of the 4-H name and the official 4-H emblem if the use will exploit the 4-H program, its volunteers and members. To use the 4-H name or emblem, prior approval must be obtained from the county 4-H office or the state 4-H office.

Members: Any youth who is 9 years old (or in the 4th grade) but not yet 19, may become a 4-H member, regardless of race, color, sex, or natural origin. A member may remain active until the end of the calendar year in which he or she becomes 19. Special 4-H clubs or programs may be started for youth in the 9 to 19 age group.

Leaders: You must be at least 18 years old to become a volunteer 4-H leader. Any volunteer leader who is issued a 4-H Volunteer Leader Card after training serves as an agent of the University of California. This means you are protected from liability suits that may arise from events during 4-H activities. As an agent, you have a responsibility to abide by the policies of the University of California.

Clubs: Youth organized in groups by Cooperative Extension are 4-H members and are eligible for all 4-H

activities and benefits for which they qualify. The minimum number needed for a club is three members and one leader. It is recommended that no club exceed 50 members because of the limited opportunities for individual participation in a large group. Clubs can be single-project or multi-project groups. Special interest groups may be formed for short-term membership and activities.

Code of Conduct: The 4-H Code of Conduct applies to youth and adults at any 4-H function.(Pass out copies of the Code of Conduct). The 4-H policies are fairly simple. However, many decisions are made every year that affect 4-H activities, events and procedures. The key question in developing policy is, "Is this decision in the best interest of the members, ensuring them the opportunity to develop their talents and interests?" The 4-H Program is intended to be a community based program so members and leaders input is important in the decision making process.

EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM

Another important part of Cooperative Extension is the federally funded Expanded Food and Nutrition Education Program (EFNEP) initiated in 1969. The purpose of EFNEP is to help low-income families and youth gain knowledge, skills and motivation to choose a good diet at a relatively low cost. Paraprofessionals and volunteers teach nutrtion to homemakers in small groups and provide food and nutrition learning experience for 4-H children from this audience. While the 4-H phase of EFNEP is charged specifically with providing such educational programs in food and nutrition, the goal is to encourage participating youth to pursue other opportunities through involvement in additional 4-H programs.

This is a unique opportunity for these two excellent programs to work together -4-H with is long and successful history of youth and adult volunteer development and EFNEP with its success in reaching an audience often unfamiliar with 4-H.

The objectives of the 4-H EFNEP in California are to help low income youth acquire the knowledge, skills, attitudes, and changed behavior necessary for nutritionally sound diets, to contribute to their personal development. The long term goal is to encourage EFNEP youth to pursue other opportunities in 4-H.

Potential youth participation may be identified by the following characteristics: youth of 4-H age from EFNEP families; youth living in low income geographic areas; youth families receiving free or reduced price school lunches; youth from families receiving Aid to Families with Dependent

Children; and youth from families enrolled in other low income programs.

4-H EFNEP will provide for your group educational curricula that use the creative approach to teach, while reflecting the nutritional needs and cultural heritage of the audience. The 4-H staff will also train volunteers to teach the programs and coordinate the program activities. WE FEEL THAT GOOD NUTRITION IS PREVENTIVE MEDICINE.

4H-EFNEP IN CALIFORNIA

EDUCATIONAL OBJECTIVES FOR YOUTH**

Core Objectives for Youth 8 Years and Under

Youth to achieve 6 of the 9 core objectives. All other objectives are optional.

1. Identify the basic food groups.
2. Categorize basic foods into food groups.
3. Prepare two or more nutritious snacks.
4. Wash hands before preparing food.
5. Recognize that we eat food to live, grow and keep healthy.
6. Identify food as a source of energy for work and play.
7. Identify food as a source of nutrients.
8. Recognize that it is important to eat a variety of foods in order to obtain all the nutrients needed for health and growth.
9. Recognize that people have different ways of preparing and eating food.

Core Objectives for Youth 9 to 12 Years

Youth to achieve the above 9 objectives plus any 3 of the following 5 core objectives. Other objectives are optional.

1. Select a nutritious meal from a choice of foods.
2. List the recommended number of servings for each food group for his/her age.
3. Recognize that all human beings need the same basic nutrients.
4. Plan a nutritious "brown bag" lunch.
5. Relate good nutrition to physical fitness.

Core Objectives for Youth 13 Years and Older

Youth to achieve all of the nine objectives listed for 8 year olds plus an additional 6 core objectives to be taken from the five objectives listed for 9 to 12 year olds and the following list. Other objectives are optional.

1. Describe two ways to make a fast food meal more nutritious.
2. Identify basic nutrients provided by each food group.
3. Understand that proper food handling and storage is important in preventing food poisoning.
4. Identify the ingredients on a food product label.
5. Question nutrition claims made in advertising.
6. Identify two ways youth can save money at the supermarket while still buying nutritious foods.

**These educational objectives for youth were discussed, voted on and adopted by 4H-EFNEP County Directors at the Aug. 9, 1985, statewide meeting in Berkeley.

OPTIONAL EDUCATIONAL OBJECTIVES FOR YOUTH

These objectives are optional. They are provided here for your information. Many may be part of your program already.

1. Respect cultural food habits different from own.
2. Willing to taste unfamiliar foods.
3. Eat food in the morning on a regular basis.
4. Brush and/or floss teeth one or more times a day.
5. State the major health hazard from eating too much sugar.
6. Identify how home or social environment influences food selection.
7. Willing to prepare new foods.
8. Willing to grow new foods.
9. Know that the way food looks, smells, and taste influences food choices.
10. Identify how different cultural food patterns supply nutritionally adequate diets.
11. Eat a wide variety of foods.
12. Classify foods as being of plant or animal origin.
13. Classify plant foods as being; fruits, vegetables, and grains.
14. Identify plant or animal foods that are a major source of carbohydrate, protein or fat.
15. Identify one or more iron rich foods.
16. Identify one or more Vitamin C rich foods.
17. Identify one or more Vitamin A rich foods.
18. Identify one or more Vitamin B rich foods.
19. Identify one or more protein rich foods.
20. Identify one or more calcium rich foods.
21. Recognize that the amounts of nutrients needed by the body change during the life cycle.
22. Recognize that no one food provides all of the nutrients necessary for life.
23. Categorize some foods as being low or high calorie.
24. Name two or more careers related to foods and nutrition.
25. Identify two important questions about the truth in nutrition claims.
26. How to cook dry beans.
27. Know how to cook vegetables to preserve the color, texture, favor, and nutrients.
28. Name two or more cooking utensils found in the kitchen.
29. Describe two or more ways to conserve energy when cooking.
30. Prepare a salad.
31. Plan a lunch for the National School Lunch Program.
32. Calculate unit cost or understand its prupose.
33. Calculate cost per serving.
34. Use nutrition labels to compare nutritional value of foods.
35. Define pull date.
36. Name the basic food groups.
37. List the recommended number of servings for each food group.

38. Categorize some basic foods into food groups.
39. Recognize calories as a unit of energy measurement.
40. Relate good nutrition to dental health.
41. Turn on a stove burner safely.
42. Turn on an oven and set the temperature.
43. Use pot holders to remove hot pans from stove and oven.
44. Never uses wet cloth to remove hot pans from stove or oven.
45. Safely use a knife to cut and chop food.
46. Identify one or more ways of preserving food at home.
47. Identify one or more measures that prevent growth of food poisoning bacteria.
48. Identify foods which support the growth of food poisoning bacteria.
49. Recognize that fibre is not a nutrient.
50. Identify fibre as the non-digestible portion of food.
51. Name one or more Vitamin A rich foods.
52. Identify the correct definition of whole grain.
53. Can name one or more whole grain foods.
54. Can identify the correct definition of "enrichment".
55. Can name one or more enriched foods.
56. Can characterize food as high or low calorie.
57. Recognizes that the calorie is a unit of energy measurement.
58. Measure dry ingredients like flour and sugar.
59. Measure wet ingredients like water and milk.
60. Grate cheese/carrots/other foods.
61. Use an egg beater.
62. Brown ground beef and pour off the fat.
63. Prepare a simple main dish such as chili, spaghetti, or tacos.
64. State the number of teaspoons in a tablespoon.
65. State the number of cups in a quart.
66. State the number of ounces in a cup.
67. Know how to cook with cheese.

MT:cc
7/2/85

UNIVERSITY OF CALIFORNIA
AGRICULTURE AND NATURAL RESOURCES

COOPERATIVE EXTENSION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

300 LAKESIDE DRIVE
OAKLAND, CALIFORNIA 94612-3560

Dear

We are so excited to be working with you! The 4H Expanded Food and Nutrition Education Program is a federally-funded nutrition program for low-income youth. The overall goal of the program is to increase the nutrition knowledge of youth and, ultimately, improve the health status of these at-risk children.

We hope that by working with your agency we can offer a fun and educational "hands-on" program. Your willingness to participate means we will be able to work with many more children than we alone can reach.

Because we receive funding for the very specific purpose of providing nutrition education programs for youth, there are educational program goals which must be reached for every project offered.

Following is a list of the resources 4H/EFNEP can provide. The list also includes those resources/services we are asking your agency to contribute. We certainly will be glad to work with you in obtaining any necessary resources.

Thank you for your cooperation. It is a pleasure to work with you.

Sincerely,

A G R E E M E N T

This agreement between the **4-H EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM**

and _____

indicates the mutual obligation that both agencies have agreed to follow:

The following services and resources will be provided by:

4-H/EXPANDED FOOD & NUTRITION EDUCATION PROGRAM	AGENCY
A. Initial "hands-on" training of all agency staff who will be conducting the program	A. Commitment to carry out the program as planned with emphasis on teahing nutrition education basic competencies
B. Curriculum booklet including all lesson plans, activity instructions, and handouts that can be duplicated	B. Duplication of lesson plans, activity instructions and handouts as needed
C. Information on locating additional resources	C. Completion of enrollment informa- (to be returned to 4-H/EFNEP
D. Appropriate publicity flyer (if needed) that can be duplicated	D. Distribution of flyer to secure appropriate outreach
E. Pre and post test materials and information as needed	E. Completion of pre and post-tests (if appropriate) for 4-H/EFNEP needs
F. Availability as consultant when necessary	F. Attendance at all training by staff who teach the program to the children
G. Orientation on selecting the appropriate site for a successful delivery of the program	G. Location of appropriate site, as follows: _____ _____ _____

H. Supplies provided:

_____

_____

_____

H. Supplies provided:

_____

_____

_____

I. Supplies loaned to agency:

_____

_____

_____

_____

_____

I. Responsibility for returning the loan supplies to 4-H/EFNEP:

_____

_____

_____

_____

_____

As a staff member _____,

I understand what is needed to successfully conduct a 4-H/EFNEP Nutrition Program.

Signed _____

Name Agency Date

Signed _____

Name Agency Date

UNIVERSITY OF CALIFORNIA COOPERATIVE EXTENSION
4-H EFNEP PROGRAM

Ad Industries North Hollywood 765-4200

GUIDELINES FOR A SUCCESSFUL LEADER TRAINING

1 - 2 WEEKS BEFORE TRAINING (OR MORE IF NEEDED)

____1. Adapt training materials to meet the needs of the extenders (see grid on materials to use with various extenders)
____2. Arrange facilities for the training. It is best to use the facilities where program is to be held if possible.
____3. Send all extenders a postcard reminding them of training (an individual card is best even if extender is with an agency)
____4. Purchase and/or order any of the more unusual supplies.

DAY BEFORE THE TRAINING

____1. Call agency contact, lead extender and/or teen leaders and remind them of training
____2. Double check on facility - get key if necessary
____3. Organize supplies - purchase perishables
____4. Read through activities, background information and any other related information to refresh memory

1 - 2 HOURS BEFORE

____1. Set up room, including chairs, tables, coffee, etc
____2. Set out enrollment sheet, nametags, extra pencils
____3. Set out handouts
____4. Set up all activity stations

TRAINING

____1. Involve all extenders equally
____2. Allow enough time for extenders to move comfortably throughout learning stations
____3. Give lots of postive feedback
____4. Avoid reverting to "lecture mode" - allow extenders to perform all tasks
____5. Encourage teamwork
____6. Get feedback on session from extenders - i.e. a written evaluation or verbal suggestions for future training

FOLLOWING TRAINING

____1. Call extenders (teens & volunteers), following first program meeting. Ask how program went, etc.
____2. Send additional materials to extenders as needed
____3. Visit program sites mid-way through program (or sooner if needed). Observe and retrain as needed.
____4. Have extenders evaluate training based on program experience.

SM 10/87

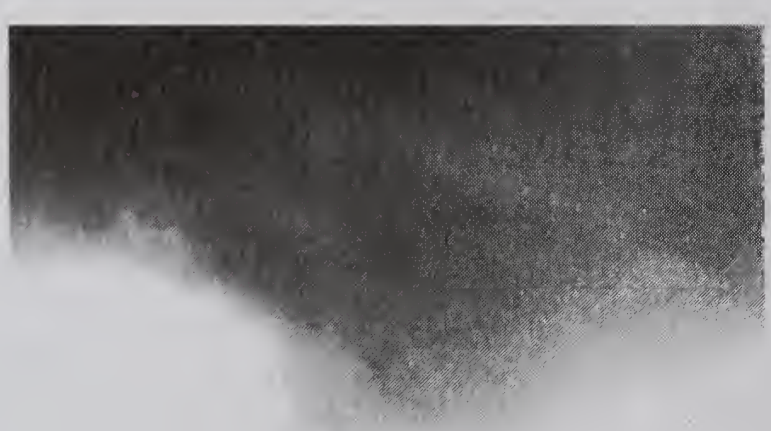
4-H: An Overview

Cooperative Extension **University of California**
Division of Agriculture and Natural Resources

4-H-1136

Welcome to the University of California Cooperative Extension 4-H Program. As a 4-H volunteer, you become an agent of the University of California. As such, you have many of the same rights and responsibilities as paid staff. What follows is a summary of things you should know to most effectively perform your role as a leader.

This is only a summary. For more detail or if you have questions, contact your county 4-H Advisor.



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The 4-H Program and the University of California: In 1853 Congress provided land, or funds for land, to states for teaching institutions. The University of California is one of these "land-grant colleges." The Smith-Lever and Hatch Acts provided funds to these institutions for practical "learn-by-doing" education. A three-part system of teaching, research, and extension was developed. One part is Cooperative Extension. The 4-H program is one of the nine program areas offered by Cooperative Extension.

The 4-H Mission, Goals, and Priorities: The 4-H **mission** is to help youth develop into responsible, self-directed, productive citizens of the world, and to improve the well-being of youth and society, through the use of research-based, learn-by-doing educational experiences.

The 4-H educational **goals** are:

- Acquisition of life, leadership, and problem-solving skills to enhance individual development and well-being.
- Acquisition of knowledge and skills in the production and wise use of food, and fiber, and the conservation of the world's natural resources.
- Understanding of, and responsible participation in, community affairs.

The current 4-H program **priorities** are:

- Redevelop club programs through volunteer training and development to increase volunteer direction and management while maintaining historic educational quality.
- Expand 4-H participation in all areas with special efforts to increase minority participation.
- Develop and deliver research-based innovations in youth work to 4-H participants and non-4-H professionals.

The 4-H mission, goals, and priorities are accomplished through the development and support of leadership teams of staff, volunteers, youth, and others who organize and conduct educational project experiences in community and family settings.

Identification: The four Hs of the 4-H emblem stand for head, heart, hands, and health. Federal law prohibits the use of the 4-H name and the official 4-H emblem if the use will exploit the 4-H Program, its volunteers or members. To use the 4-H name or emblem, prior approval must be obtained from the county 4-H office or state 4-H office.

Members: Any youth who is 9 years old (or in the 4th grade), but not yet 19, may become a 4-H member, regardless of race, color, sex, or national origin. A member may remain active until the end of the calendar year in which he or she becomes 19.

Special 4-H clubs or programs may be started for youth not in the 9 to 19 age group. If you wish to work with these youth, check with your county 4-H office about procedures.

Leaders: You must be at least 18 years old to become a volunteer 4-H leader. Any volunteer leader who is issued a 4-H Volunteer Leader Card serves as an agent of the University of California. That means you are protected from liability suits that may arise from events during 4-H activities or while traveling to or from 4-H activities. As an agent, you have a responsibility to abide by the policies of the University of California.

Any 4-H member who is 18 years old or older may become a 4-H leader. A member who becomes a leader may not remain a member.

Clubs: Youth organized in groups by Cooperative Extension are 4-H members and are eligible for all 4-H activities and benefits for which they qualify.

The minimum number needed for a 4-H club is three members and one leader. It is recommended that no club exceed 50 members because of the limited opportunities for individual participation in a large group.

Clubs may be single-project or multiproject groups. Special interest groups may be formed for short-term membership and activity.

Club Policies: All club policies should be agreed upon by the members of the group. Policy-making in the club should involve all the members with advice from leaders and parents.

Clubs should have some type of constitution and procedural guidelines to avoid misunderstandings among the members and leaders. A club's constitution and guidelines should be referred to the 4-H Advisor to assure that they conform to University policies.

Fees: There are no dues or fees required for the privilege of belonging to 4-H. But a leader may collect money from members to cover the costs of project materials, publications, and insurance.

If you collect money from 4-H members for participation in 4-H events, the participants must receive goods or services in return.

Uniforms: Uniforms are not required for membership in 4-H or for participation in 4-H activities.

Some fairs and shows may require livestock exhibitors to wear a show uniform. Refer to your Show Premium book, available from your county 4-H Advisor.

Code of Conduct: The 4-H Code of Conduct applies to *youth and adults* at any 4-H function. Obtain a copy from your county 4-H office.

Complaint Procedures: A procedure has been developed to handle complaints by leaders, members, and the general public against the 4-H Program. A copy of this procedure is available from your county office.

Insurance

Liability: 4-H liability insurance for leaders is in effect during 4-H functions recognized by the county office and during travel to and from these 4-H events. There are two cases in which accident report forms must be filled out and submitted to the county office: (1) in case of serious injury or death to others caused by 4-H leaders or members; and (2) in case of damage to property of others caused by 4-H leaders or members.

Members who exhibit at fairs or shows are not covered by liability insurance unless they or their parents carry a specific liability policy.

Accident: 4-H accident insurance coverage is required for all 4-H members and leaders. The cost is small and may vary from year to year. Fees for the entire club are due before January 15 and should be submitted with the Youth Insurance Program Application (4-H-1102) to the county office.

Coverage is provided for medical expenses resulting from accidents for the 4-H member and adult volunteers enrolled in this insurance program. This coverage is in effect while 4-H volunteers and members are participating in county- or state-approved work or are traveling to or from such work.

Adult volunteers in charge of any group activity outside of the county must have in their possession the original copy of the Medical Treatment Form (4-H-1109) signed by the member's parent or legal guardian.

The 4-H accident insurance does not cover rodeos, riding in non-commercial, unscheduled aircraft, or other hazardous activities.

Additional Insurance: Special accident insurance coverage, provided at a small additional charge, is available for group trips and for sickness while at 4-H camps or on trips.

Child Abuse: Although 4-H volunteers are not covered by California Penal Code Section 11166.5, which requires child care custodians and others similarly situated to report suspected child abuse, if a 4-H volunteer reasonably suspects that a child has been the victim of child abuse, the 4-H volunteer should report the suspected child abuse to the police or county welfare department. The 4-H volunteer making the report is immune from liability unless it can be proven that a false report was made and the volunteer knew it was false.

Publications: Leaders may receive *one* complementary copy of state publications necessary for their program. Requests for publications should be made through the county office.

Member publication fees entitle 4-H members to receive only one copy of the publications listed specificially for members for the project(s) in which they are enrolled. Other publications, or the same publication needed again by the member, should be ordered through the county office with appropriate costs.

Requests for exceptions to the publications' fee must be made by the county 4-H Advisor in writing to the 4-H Program Director. This should include some justification for the exception.

Use of Facilities: You may not sign a lease agreement or use permit with schools or other public or private facilities if the agreement contains a "Hold Harmless" clause. A "Hold Harmless" clause means that the leasing agency accepts no responsibility for loss, damage, injury, or death arising from the use of the facilities. If you are asked to sign a lease with such a clause, contact your county 4-H office for assistance.

No fees should be charged for the use of school or other public facilities (AB #2725). However, you may be charged for janitorial, clean-up, or other maintenance fees.

State Policy Input: The 4-H policies are fairly simple. However, many decisions are made every year that affect 4-H activities, events, and procedures. The key question in developing policy is, "Is this decision in the best interest of the members, ensuring them the opportunity to develop their talents and interests?" The 4-H program is intended to be a community-based program so members' and leaders' input is important in the decision-making process.

Remember... This is only a summary. If you have concerns or questions, or you need clarification, check with your 4-H Advisor.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Jerome B. Siebert, Director of Cooperative Extension, University of California.

30m-pr-9/86-LE/FB

PROBLEM-SOLVING EXERCISE

"THE FRUIT SALAD"

Use this sheet of paper to write down those suggestions that YOU, the leader, think you can use when conducting a cooking activity.

1. Your group is going to make a fruit salad. There are 10 kids in the group. You have 1 cantaloupe, 1 peach, 1 banana and 1 plum. All the children want to cut up fruit. What should you have done and/or what do you do now?

2. Six-year-old Janie wants to cut up fruit. She has not yet demonstrated that she can safely use a knife. What should you have done and/or what do you do now?

3. You ask for volunteers for various tasks. For each task named, every hand goes up. Soon, some less vocal kids are feeling very left out and the activity time is running out. What should you have done and/or what do you do now?

4. You are discussing safety in using knives. The kids start picking up the knives and playing with them. What should you have done and/or what do you do now?

5. You are making another recipe to go with your salad. Jimmy is going to measure milk to pour into the main mixing bowl. As he pours the milk into the 1/2 cup measure, it overflows into the bowl of ingredients, adding more milk than needed. The other kids yell at him and he begins to cry. What should you have done and/or what should you do now?

6. Your group finishes eating the fruit salad. The table is a sticky mess; dishes need to be washed, etc. The kids are running around and not helping. You start yelling at them, but they just get more wild. What should you have done and/or what should you do now?

TIPS FOR A SUCCESSFUL COOKING EXPERIENCE

DO organize, organize! Good organization is the foundation for all successful leadership activities -- running about looking for supplies or trying to decide what to do, etc creates chaos very quickly

DO have some extra activities (games or brain teasers) in case the activity is completed early

DO establish "rules of the game" for safety and conduct BEFORE beginning

DO know a few basic cooking or nutrition facts to discuss while activity takes place (e.g. "what makes the bread rise?")

DO explain procedures first, then hand out materials to be used

DO divide tasks into small parts so that all kids can help. This can be done on large paper and posted

DO stop the activity for a "time out" if things seem out-of-control

DO give out lots of positive reinforcement -- "great job", "looks good", "now you've got the hang of it" and so on

DO let the kids stir, wash, clean up, pick up, etc

DO remember that the end product is not really as important as the process and creating interest in the activity

DO sample the end product and show the kids that YOU are open to new foods and recipes

DO remember you are a role-model for very impressionable children

DO treat each child as you would like to be treated. All of the children deserve to be treated kindly

And finally . . .

DON'T panic -- the kids will think you are great and you will get better and better with experience!

SM: 1987

4-H 378.3

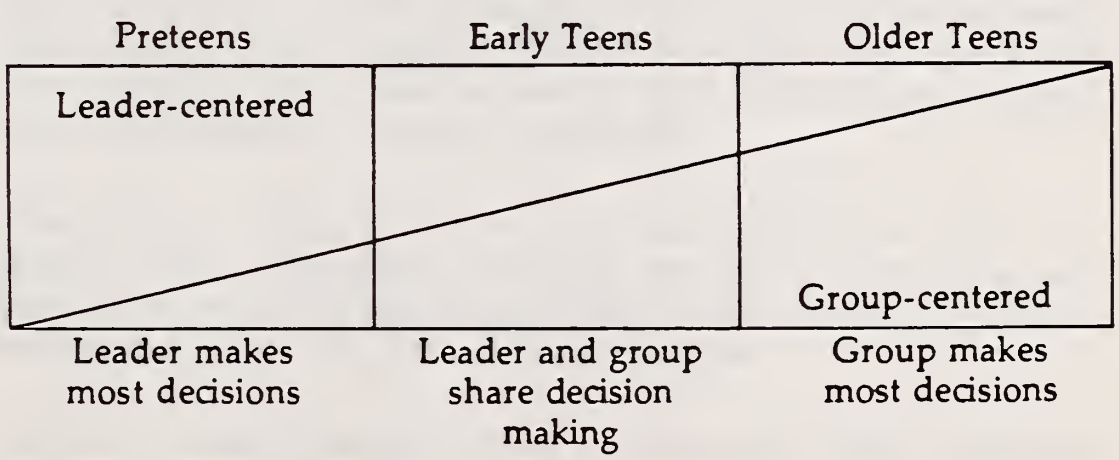
YOUTH PROGRAMS

LEADER GUIDE SERIES

Florida Cooperative Extension Service
Institute of Food and
Agricultural Sciences
University of Florida
John T. Woeste, Dean

Leadership Styles

Different styles of leadership are appropriate at different times. When a new group forms, it usually depends on the leaders for structure and guidance. After the initial organizing, a leader can work to increase total group involvement in decision making. As group members gain experience, the leader needs to be more group-centered to allow for maximum development of the members. Group decision making is essential in a program that is centered around the needs and total development of youth. As the leader you need to be involved and participate *with the members*.



The diagram above illustrates the changing role of the leader in working with different age groups. With preteens, the leader plays a major role in suggesting the kinds of things they might do. Moving on to the early teen group, the leader usually plays a lesser role, first getting the members' ideas before contributing ideas of his or her own. With older teens the leader's role is mainly one of consulting or advising since the members themselves are capable of planning and carrying out the program.

No one relationship is the "right" one. In fact, any one could be "right" depending on the situation. The important task for you, the leader, is to find what works best with your group at any given time. As interests and experiences change, relationships will change.

What you do and what results you get depend a great deal on how you and the group members relate. Four of the many possible relationships are described below. Which do you feel will work best with your group?

"Our Club" Leadership

Here the leader is successful when he/she knows the individual members well, is interested in them and in what they do. This leader believes that the club belongs to the young people and that it's most successful when it exists for the members' benefit. The leader says, "Let's go," "Let's find out," "How shall we best do this?" He/she takes an active part in club affairs but does not control them.

Leader Alongside

Here you move along beside the group and with it. You watch the progress, offer suggestions and help with some work. You are genuinely interested, enjoy being a leader, but do not have a feeling of owning the group. You see that the job is done.

Leader Out Front

The leader is out in front and draws the club behind. Soon the leader speaks of "My club," which may make it appear to others that the club belongs to him/her. Programs may be planned, but they only reflect the leader's wishes.

Hands-Off Leader

Here the leader sits back, makes no decisions for the group, thereby forcing the group and the individuals to chart their own course. Good as well as bad decisions, plans and programs are permitted to develop. Strong clubs often get stronger under this type of leadership. Weak clubs may fall apart.

Involving Young People

As a leader, it will not always be easy to involve members who have many different interests. When the leader makes all the decisions, there is little conflict, but the members are not likely to be very involved. If members have a chance to "invest" their time and ideas in the program, they also have a chance to get involved with 4-H. The more members invest, the more involved and interested they will be.

What If . . .

The outdoor meals project group is meeting for the first time this summer. These are all new members between the ages of 9 and 11. Some plans must be made about what to do this summer in the outdoor meals group.

What Would You Do?

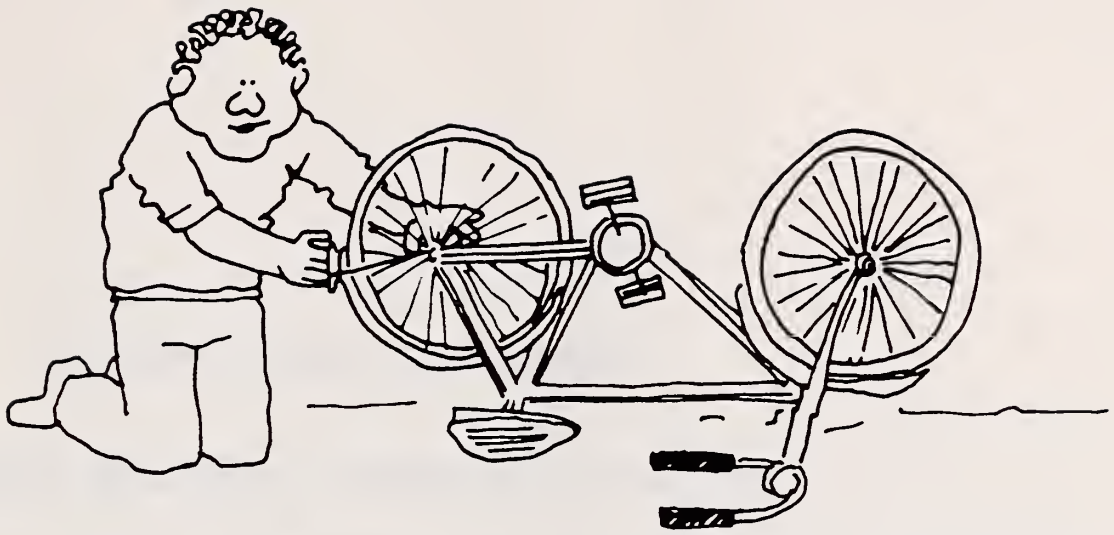
1. Make an outline of things you think have to be done. At the meeting tell the members what will be happening in outdoor meals for the summer and what their part will be.
2. At the meeting ask the members, "What do you want to do?" After listening to all suggestions, the group can decide what to do.
3. Before the meeting make a list of some things you think would be fun and interesting for the members (and you) to learn. At the meeting share your list and encourage the members to add to it. Then, when all ideas are presented, the group votes on which goals to work toward.

What Might Happen If You Did . . .

Choose 1. You, as a leader, have a lot to offer, but kids may not like what you like to do. To make sure the members' needs are being met, it usually is a good practice to let the members have a part in the decision-making process. In some situations the most efficient way to make decisions is for the leader to do it; but, generally, the more the members are involved, the higher their interest will be.

Choose 2. All too often the question, "What do you want to do?", is answered by silence. Sometimes the members do not know what they want to do or what can be done. You may have to turn the crank to get the engine running. On the other hand, with experienced or imaginative members, just asking "What do you want to do?" may be all you have to say.

Choose 3. Though this method may take more time than if one person made all decisions, it would let the members have a hand in making their own program. At the same time, the members would have a chance to consider some of your ideas. This method also encourages youth to initiate ideas and make decisions on their own.



What If . . .

You believe the bicycle group should learn the basic concepts of bicycle safety. All the members are concerned about planning bike hikes. When you present your plans on safety, they are voted down.

What Would You Do?

1. Use your veto power. Explain that unless they know the basics of bike safety it would be too dangerous to go on any bike hike. So, if they want to go on bike hikes, first they will have to learn about bicycle safety.
2. If they don't want it, it may mean they don't need it now. Maybe they already know about bicycle safety. Just let it go, and if it becomes obvious that they don't ride their bikes safely, then present your plans on safety again.
3. Think of a new, fun way to include bicycle safety into the activities of the group. Maybe have a bicycle safety rodeo, where the members compete in performing the skills used in safety. Or maybe a bike treasure hunt hike would be fun (and educational). Each clue could be a princple of bicycle safety with the last clue leading to "the treasure."

What Might Happen If You Did . . .

Choose 1. By bringing an idea up for a vote, you are saying, "You have a choice." When there really is no choice, explain the way it is and do not ask for a vote because members will soon lose faith that their votes are really valuable.

Choose 2. Letting the members do as they think best is letting them make decisions. The second part of that is that they also live with consequences. In this case, perhaps the consequences could be tragic.

Choose 3. The members vote has been "gotten around" with this solution. Perhaps the members would not learn much about decision making, but they might see that learning can be fun.

Some of this material was adapted from "Focus on Leadership," Michigan State University. This guide is a reprint of LG 781, Extension Division, University of Missouri-Columbia, and has been reviewed for use in Florida by John A. Rutledge Jr, Extension 4-H Youth Specialist.

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JOB DESCRIPTION FOR VOLUNTEERS

1. Name of the job or the title of someone doing the job.

2. Objectives of the job -- what doing the job accomplishes or hopes to accomplish.

3. Actual activity on the job -- what someone actually does when doing the job.

4. Qualifications necessary to do the job -- what kinds of knowledge, skills, abilities, etc. are necessary to do the job as well as those traits and characteristics and dispositions that might be important in doing the job.

5. Requirements of the job in terms of total amount of time necessary to do it, at what times it is necessary to do it, and where it is necessary to do it. (Many jobs can be quite flexible on some of these dimensions but others may be quite rigid in terms of demands).

6. Responsibilities involved in the job -- work that is vital to perform; possible need for confidentiality in some instances, etc.

7. Lines of accountability and supervision -- who the volunteer may be supervising and accountable for and those to who he is in turn supervised by and accountable to.

ELEMENTS OF A JOB DESCRIPTION

VOLUNTEER POSITION: Job title, i.e. Organizational Leader, or Project Leader

DESCRIPTION: General statement of tasks. What will this volunteer be doing?

SUPERVISOR: Who supervises the work of this volunteer?

TIME NEEDED: 2 hours per week, 1 hour per month, etc.

LOCATION: Community or geographical area

SKILLS NEEDED:

Specialized, practical or technical skills--such as knowledge of nutrition and food preparation for a 4-H Foods Project Leader

Human relations skills--what other people will this volunteer have to deal with, i.e., coordinate project activities with all other 4-H club leaders

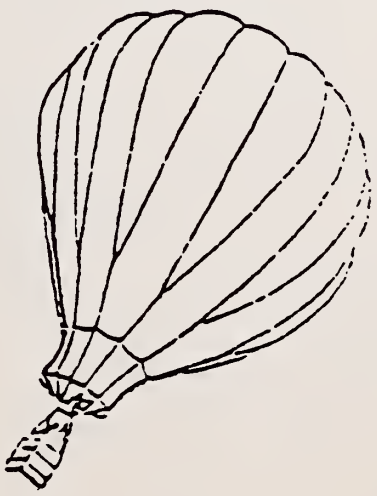
Managerial skills--what is required for getting things done through others, such as delegating responsibilities to other club leaders

TASK ANALYSIS: Doing statements using action verbs that identify the specific tasks a volunteer will be performing, such as:

advise	assign	attend	guide
teach	develop	participate	recruit
train	prepare	represent	recognize

END RESULTS: Expected outcomes of this task. Use as a basis for evaluation. Did this happen?

RESOURCES: Human resources this volunteer may call on
Material resources available for reference
Training resources that will help this volunteer in his or her role



4-H LEADER POSITION DESCRIPTION

TITLE OF LEADER ROLE - _____

NATURE AND PURPOSE (Briefly what is to be done and why)

MAJOR DUTIES AND RESPONSIBILITIES:

TRAINING OFFERED:

SUPPORT AND RESOURCES:

RECOGNITION:

101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

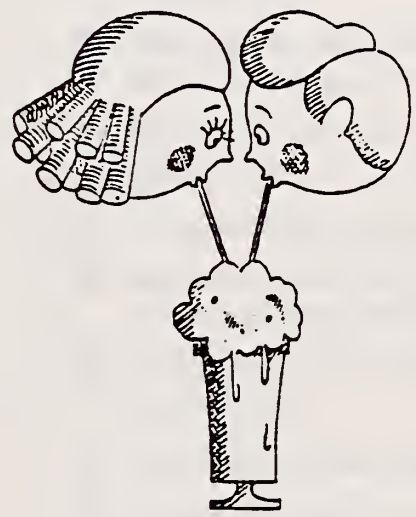
By
Vern Lake
Volunteer Services Consultant, Minnesota Department of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

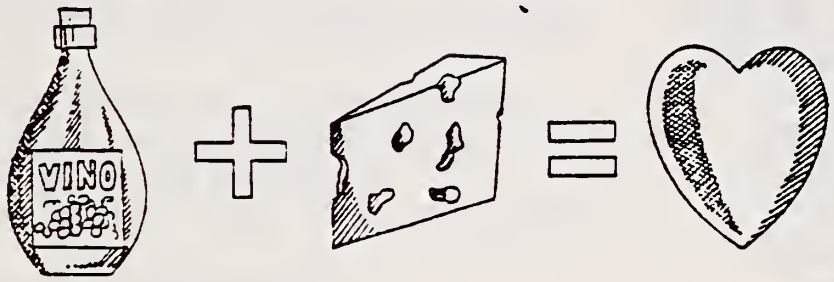
I think is it important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.



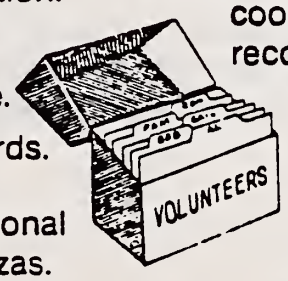
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.

32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.



39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.

58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.



77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.

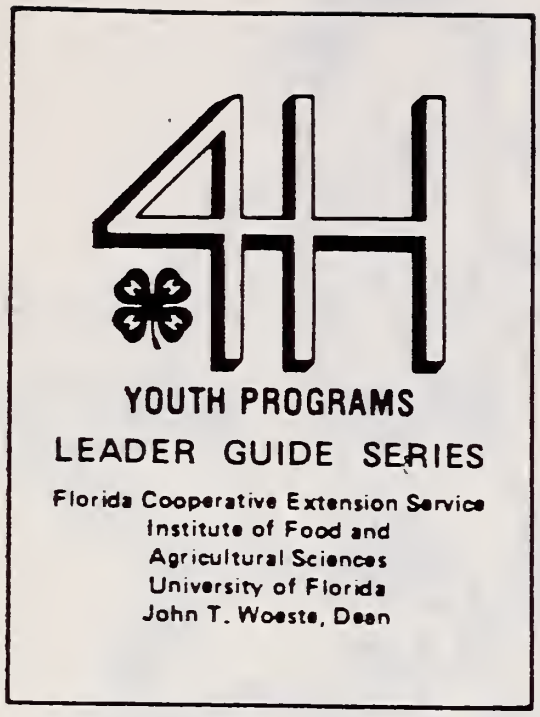
82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports even
99. Have a picnic.
100. Say "Thank You."
101. Smile

Flowers Are Red by Harry Chapin

The little boy went first day of school,
He got some crayons and started to draw.
He put colors all over the paper
For colors was what he saw.
And the teacher said, "What you doin' young man?"
"I'm paintin' flowers," he said.
She said, "It's not the time for art young man,
And anyway flowers are green and red.
There's a time for everything young man,
And a way it should be done.
You've got to show concern for everyone else
For you're not the only one."
And she said, "Flowers are red young man,
Green leaves are green.
There's no need to see flowers any other way
Than the way they always have been seen."
But the little boy said ...
"There are so many colors in the rainbow,
So many colors in the mornin' sun,
So many colors in a flower, and I see every one."
Well the teacher said, "You're sassy.
There's ways that things should be
And you'll paint flowers the way they are
So repeat after me ..."
And she said, "Flowers are red young man,
Green leaves are green.
There's no need to see flowers any other way
Than the way they always have been seen."
But the little boy said ...
"There are so many colors in the rainbow,
So many colors in the mornin' sun,
So many colors in a flower, and I see every one."
Well the teacher put him in a corner.
She said, "It's for your own good.
And you won't come out till you get it right,
And are responding like you should."
Well finally he got lonely,
Frightened thoughts filled his head.
And he went up to that teacher
And this is what he said ...
And he said, "Flowers are red,
Green leaves are green.
There's no need to see flowers any other way
Than the way they always have been seen."
Time went by like it always does,
And they moved to another town.
And the little boy went to another school
And this is what he found
The teacher there was smilin'
She said, "Painting should be fun.
And there are so many colors in a flower,
So let's use every one."
But that little boy painted flowers
In neat rows of green and red.
And when the teacher asked him why
This is what he said ...
And he said, "Flowers are red,
And green leaves are green.
There's no need to see flowers any other way
Than the way they always have been seen."
But there still must be a way to have our children say ...
"There are so many colors in the rainbow,
So many colors in the mornin' sun
So many colors in a flower and I see every one."

Ad Industries North Hollywood 765-4200

4-H 378.19



Growth and Development: The 4-H Years Ages 8 Through 18

Understanding Growth and Development

Many people play important roles in the growth and development of children. Parents, teachers and 4-H leaders are in excellent positions to guide and assist children through their stages of growth and development. A 4-H leader is usually a parent. A 4-H leader is also a teacher, guide and often a substitute parent. The 4-H leader who has a basic understanding of normal growth and development can be a positive and significant influence in the growth and development of children.

Growth and Developmental Stages

What is the difference between growth and development? What is a growth stage? A development stage?

Growth is something that we can measure easily in terms of quantity or amount. Children grow in size. They grow taller. They get bigger around and have larger measurements. They gain weight. We can also measure in amounts the growth or increase in vocabulary. We can count the number of new words that a child uses.

Development has to do with quality or complexity. A child *grows* in height and weight, but he/she *develops* in terms of ability and coordination. A child's vocabulary *grows* larger but he/she *develops* the ability to express thoughts and feelings.

With the right conditions, children grow *and* develop normally. Knowledgeable 4-H leaders can help in making conditions right.

What is a *stage?* In this case it is like a phase. From day to day one doesn't notice much change in the growth or development of a child. But over a period of time one notices changes in *growth* and *development*. These cumulative changes are called stages or phases.

Developmental Tasks

During a given developmental stage children are physically, mentally and emotionally ready to learn certain things or to accomplish certain skills. Given normal circumstances they will master the *developmental tasks* of their stage. When a child is successful in mastering the developmental *tasks* of his/her stage, he/she is then ready to take on the more complex tasks that are normal for the next stage. A key developmental *task* for 10, 11, and 12 year-olds is learning to get along with those of their own age group. When they are successful at this, they then are ready for the developmental *task* of developing more mature relationships with people who are both younger and older than themselves.

Developmental Characteristics: Ages 8 Through 12

Naturally there is a wide range of differences between an 8 year old and a 12 year old. There will also be a normal range of differences between children of the same age. The following gives some general ideas of the normal behaviors and needs of the 8-12 age range.

Physical

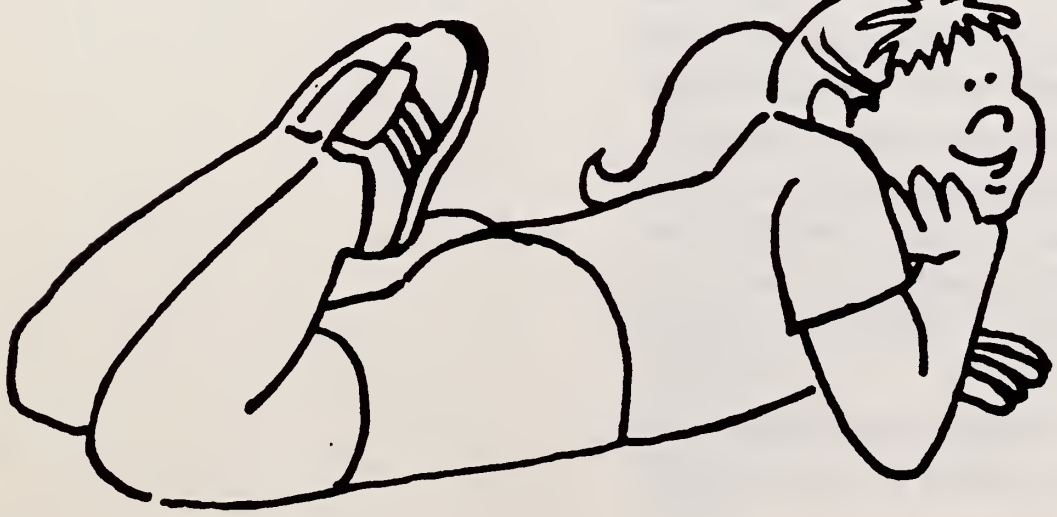
- Slow steady growth. Boys and girls nearly equal in physical ability and stamina. Greater differences between individuals than between sexes. Pubertal growth spurt near the end of this stage. Occurs earlier for girls than boys. Many girls begin menstruation, widening of hips, budding breasts and growth of pubic hair. Boys experience pubic hair growth and development of testes.
- Development of muscular strength, agility and coordination.
- High energy and much activity.
- Increased resistance to colds and other childhood ailments.
- Rapid development of small muscles and maturation of eye function increasing a desire for activities involving eye-hand coordination.

Mental

- Desire and ability to separate fantasy from reality.
- Increased attention span, although still short compared with adults.
- Use accumulated knowledge to solve problems and make judgements.
- Make insightful and analytical judgements of comparative worth of things, people and activities.
- Interest in the world (sciences and social studies) increases.
- Interest in riddles, jokes, word games, collections, rituals and codes.
- Ability to conceptualize and think in abstract terms. (The chairperson of a 4-H committee is a tangible, concrete thing, but the function of the chairperson is a concept or abstract idea.)
- Understanding of concepts such as responsibility, fairness, loyalty, right and wrong.
- Ability to make and carry out short-term plans.

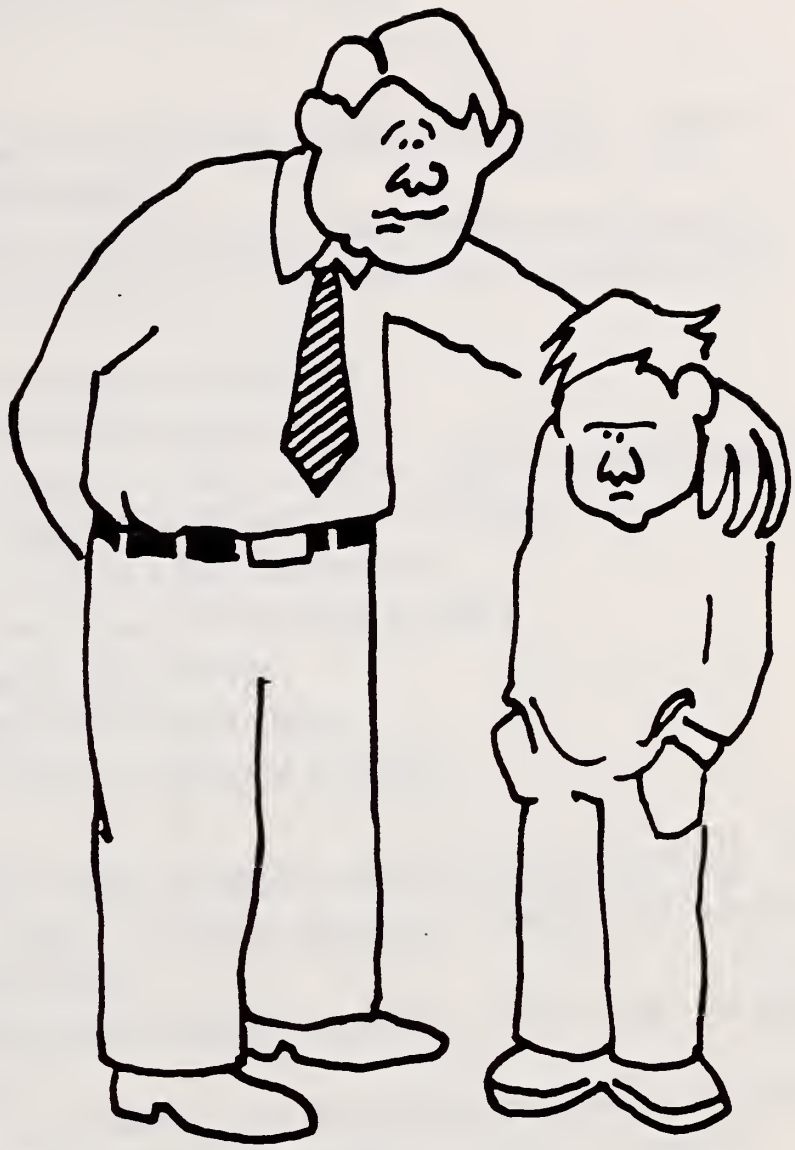
Social

- Most comfortable with agemates of same sex.
- Concern with appropriate sex role identity and behavior.
- Concern with establishing individual identity separate from parents and family.
- Needs to spend more time with peers and in community. World view broadens from family and neighborhood to wider community.
- Likes to be a part of group or groups and involved in group activities.
- Quarreling and competition with brothers and/or sisters is common.
- Somewhat rebellious, or disobedient; seeking independence.
- Prejudices can develop based on experience and peer and adult influence.
- May enjoy both competitive and cooperative activities. Cooperation is more difficult to learn.



Emotional

- Increased emotional control. Decrease of emotional outbursts.
- May be moody, sulky and uncommunicative on occasion.
- Mixed feelings about need for security and need for individuality and independence from parents and others in authority.
- Need to know love and acceptance. May have difficulty handling open, direct demonstrations of affection.
- Anxieties relate to fear of failure or non-acceptance.
- Common fears are of more realistic possibilities of danger such as; death, illness, family problems, fire, accidents, etc.
- Less fears of mythical or fantasy types of things.
- Highly enthusiastic about things or people that are of interest to them.
- Emerging sense of humor. Use of wit, word games, practical jokes and funny stories to relieve tension and to enjoy their world.



Implications for 4-H Leaders

- Provide an atmosphere of acceptance. Boys and girls need to know that you like and care for them individually. Praise efforts at each level or step of progress toward a goal. Focus on the individual's progress rather than an arbitrary standard.
- Allow for independence and individuality while providing the security of appropriate rules and guidelines.
- Encourage cooperative efforts, friendships and social relationships.
- Provide variety in activities to accommodate short attention span, need for large muscle activity and for eye-hand coordination.
- Be responsive to questions even when they may not be specific to the topic at hand. Group discussions help to deal with and evaluate fears, anxieties and concerns.
- Realize that you serve as an important role model for future behavior.

Developmental Characteristics: Ages 13 Through 18

The following characteristics are generalizations. There are great differences between 13 and 18 year-olds. There are also significant differences between youth of the same age.

Physical

- Growth spurt in early teens. May go through a stage of physical awkwardness.
- Achieve puberty early in stage. Girls become more regular in menstrual cycle. Boys able to sire children. Girls able to bear children.
- Strong sexual urges and interests.
- Changing and deepening of voice.
- May have acne or skin eruptions caused by process of physical changes and changes in skin texture.
- Growth to adult size and proportions.
- Development toward peak physical ability.
- Good appetite, high energy.
- General good health and vigor.
- Diverse interests in physical activities.

Mental

- Attains high ability in abstract and conceptual thinking.
- Increased ability to focus sustained attention on specific topics or activities.
- Capable of solving complex problems with rational thought processes.
- Capable of thinking in hypothetical terms. Reasons systematically to deal with various problems or issues.
- Can plan in terms of future possibilities and probabilities. Can make realistic plans, carry them out and evaluate their results.
- Working to develop personal belief system, a philosophy of life.

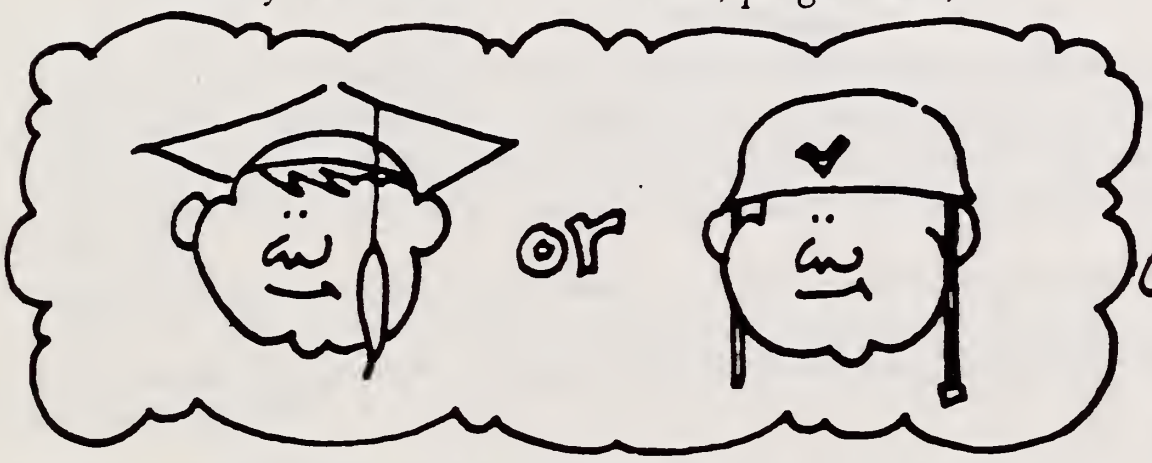
Social

- High interest in social skills, status and activities. Girls often more advanced than boys.
- Forming and practicing own ideals and values.
- Interest in exploring different ideas, opinions, religions, politics, etc.
- Ability to empathize with and have enthusiasm for various causes.
- Needs to be with and relate to peers of both sexes. Life-long friendships develop.
- Forming adult-type social and intimate relationships with opposite sex.
- Learning satisfactory and socially appropriate adult sex roles.

- Continued movement toward social, emotional and economic independence.
- Gain satisfaction from performing adult tasks and responsibilities.

Emotional

- Concern and anxiety about physical appearance and normal development.
- Anxiety about being inferior or inadequate.
- Self-conscious. Often feels that others are reacting to them in an evaluative way.
- Often feel that they are unique or special — natural laws relating to risks only apply to others. May take unnecessary risks with auto accidents, pregnancies, etc.



- Preoccupation and interest in personality development — need to establish self-image, own identity.
- Excitement and enthusiasm for new interests, people, ways, etc. Given to hero worship.
- Sometimes feel secure, mature. Other times feel insecure and childlike.
- Interest and anxiety about future: occupation, military service, marriage, family, education, etc.

Implications for 4-H Leaders

- Realize that you serve as a role model for developing adult behavior patterns.
- Demonstrate faith in abilities. Offer appropriate praise. Contribute to feelings of confidence and value as a person.
- Adult courtesy and individual respect brings out positive behaviors and feelings.
- Encourage or allow experiences in responsibility and decision-making.
- Provide opportunities for occupational exploration and to try various social, intellectual and physical skills.
- Encourage interaction with older and younger age groups.
- Encourage discussions to allow for exploration of various ideas and concerns.
- Listen to ideas and opinions. A friendly non-judging ear is appreciated.

Importance of Positive Self-Esteem

Regardless of age, we are all happier and function better in life if we have positive feelings about ourselves. We need to believe that we are individuals of value and worth to friends, family and society. We need to experience joy and satisfaction in being who we are.

A major purpose of 4-H is to help boys and girls experience enough acceptance and success so that they can feel confident, competent and good about themselves. Regardless of the project or activity, you as a leader, are a key in helping youth with their developmental tasks. You are important in helping them develop the positive self-esteem that will enable them to function as happy, confident individuals and contributing members of our society.

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Related Florida Extension Publications

4-H 304 Guiding the Preteen: Growth and Development
4-H 305 Guiding the Preteen: Characteristics of Boys and Girls
4-H 306 Guiding the Preteen: Guiding and Teaching Boys and Girls
HFS 229 Facts of Life for Your Preteen
HFS 230 Facts of Life for Your Teen
HFS 254 Understanding the Preadolescent
HFS 255 Characteristics of the Preadolescent
HFS 256 Needs of the Preadolescent
HFS 259 Improving Parent-Teen Communication

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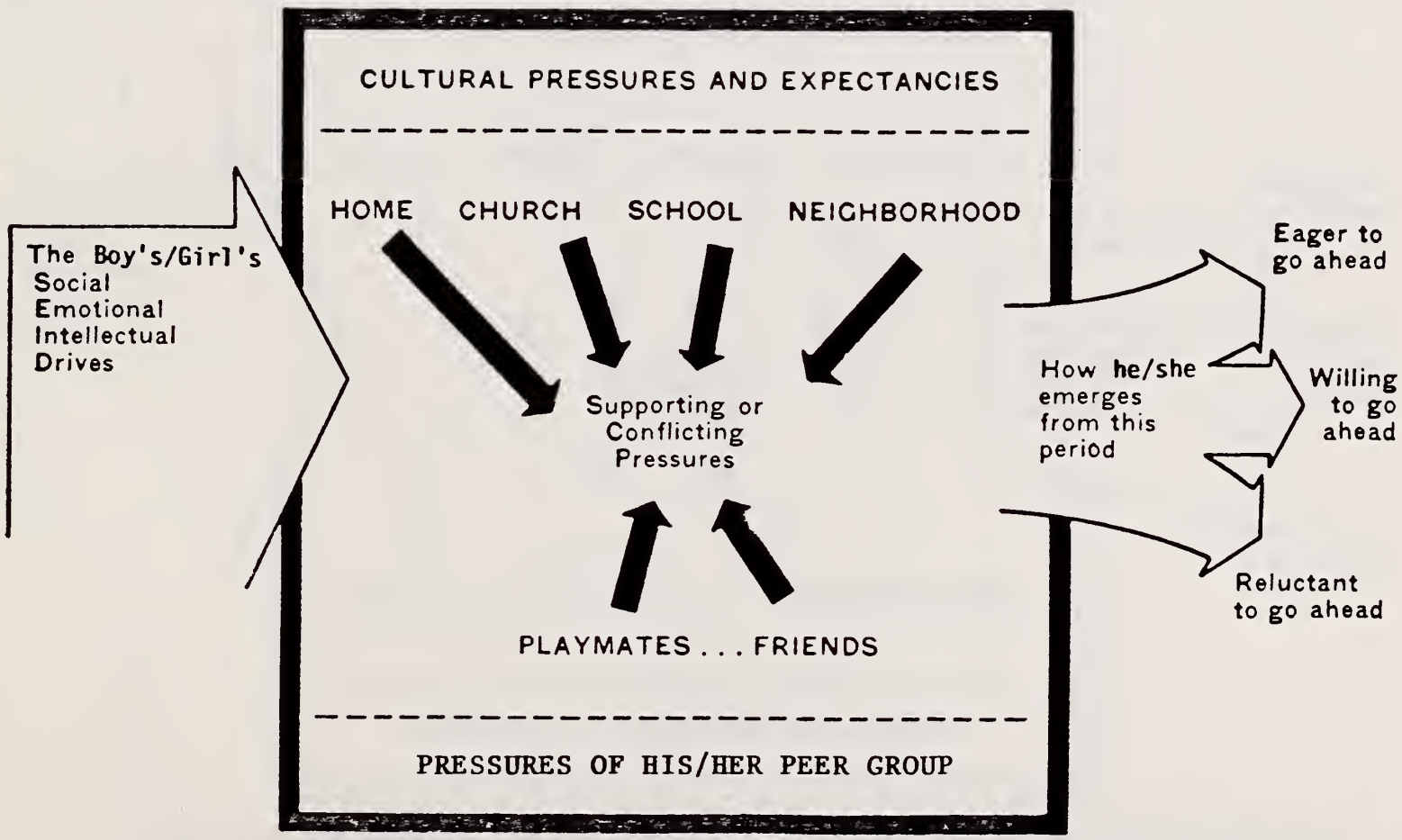
TOWARD UNDERSTANDING BOYS & GIRLS

IN EARLY CHILDHOOD

These are the days she shifts from being a child to girlhood. She's not so demanding of family attention now and can do more things on her own. If she would only hold still more—but play interests and music lessons are at a peak. It's a battle to find time for all the things that clamor for her attention. Days are intense with activity, noise, broken bones, adventure and developing skills. She's busy testing herself, exploring her personal relationships, shifting from imaginary to the real, play at being adult. All of a sudden, she seems to grow up overnight.

Ages 6-7-8-9 years
About 1-2-3-4 grades



Childhood is not the easy, carefree period so commonly proclaimed by adults. Each period of life presents tasks that challenge the ability of the individual. These tasks must be achieved if the individual is to mature socially, emotionally and intellectually.

As this illustration portrays, a girl cannot deal only with satisfying her basic drives; she is pressured by the culture into which she is born, through many primary and secondary institutions, and by her peer group through individuals or groups that are especially close to her. These pressures are sometimes in support and sometimes in conflict with the drives of the girl.

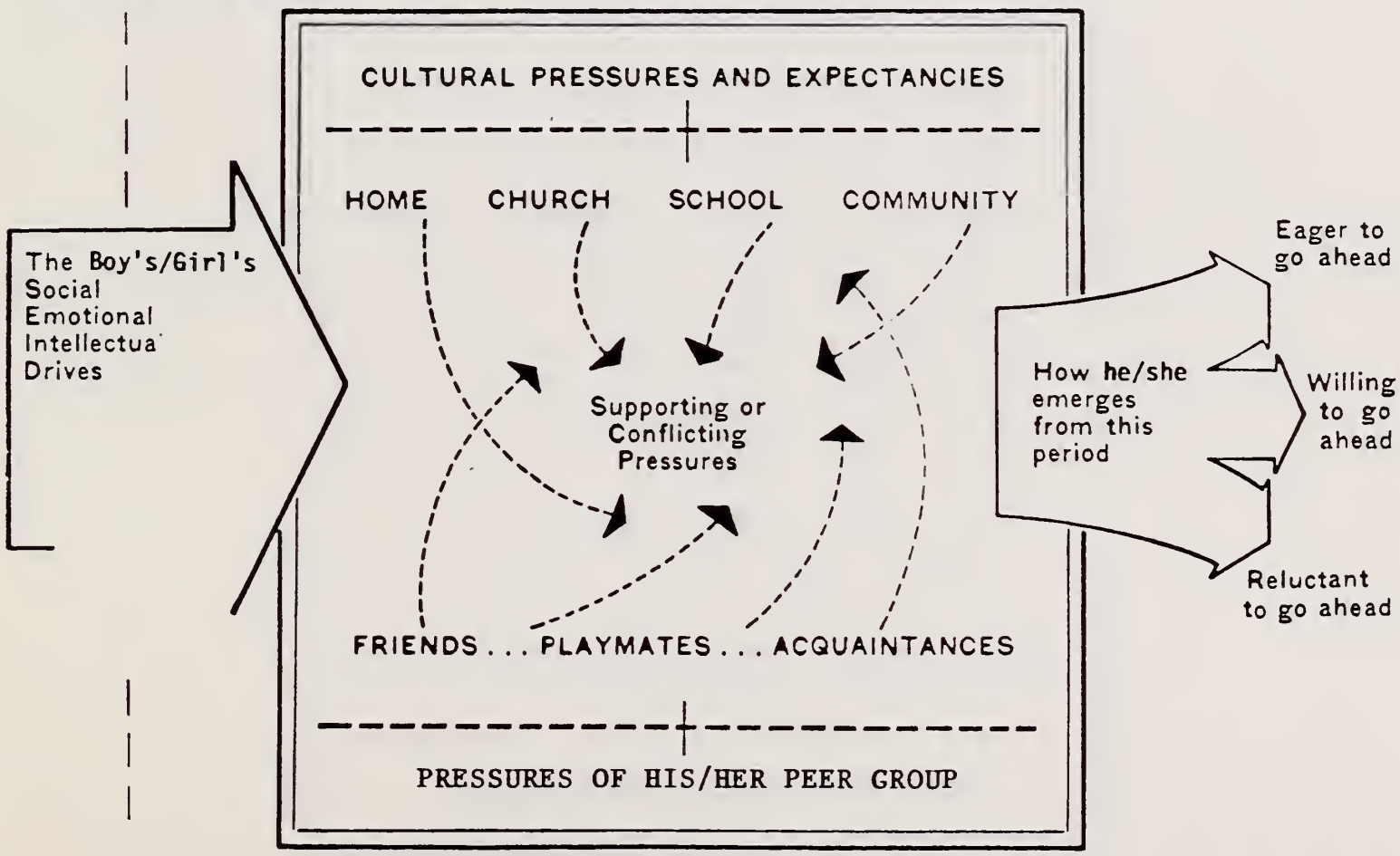
It is the intent of this leaflet to guide parents toward an understanding of their girl so that their efforts will support their daughter in her growing up rather than increase the tensions and make her tasks more difficult.

TOWARD UNDERSTANDING BOYS & GIRLS

IN LATE CHILDHOOD

A boy is nature's answer to the false belief that there is no such thing as perpetual motion . . . In later childhood, he seems to have a million muscles to keep him busy and all of them are active. Teachers grow gray trying to keep him quiet and mothers never catch up with the holes he puts in his clothing. He has been described as one who can "swim like a fish, run like a deer, balk like a mule, bellow like a bull, act like a pig or carry on like a jackass, according to the climatic conditions."

Ages 9-10-11-12 years
About 4-5-6-7 grades



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As this illustration portrays, a boy cannot deal only with satisfying his basic drives; he is pressured by the culture into which he is born, through many primary and secondary institutions, and by his peer group through individuals or groups that are especially close to him. These pressures are sometimes in support and sometimes in conflict with the drives of the boy.

It is the intent of this leaflet to guide parents toward an understanding of their boys so that their efforts will support their son in his growing up rather than increase the tensions and make his tasks more difficult.

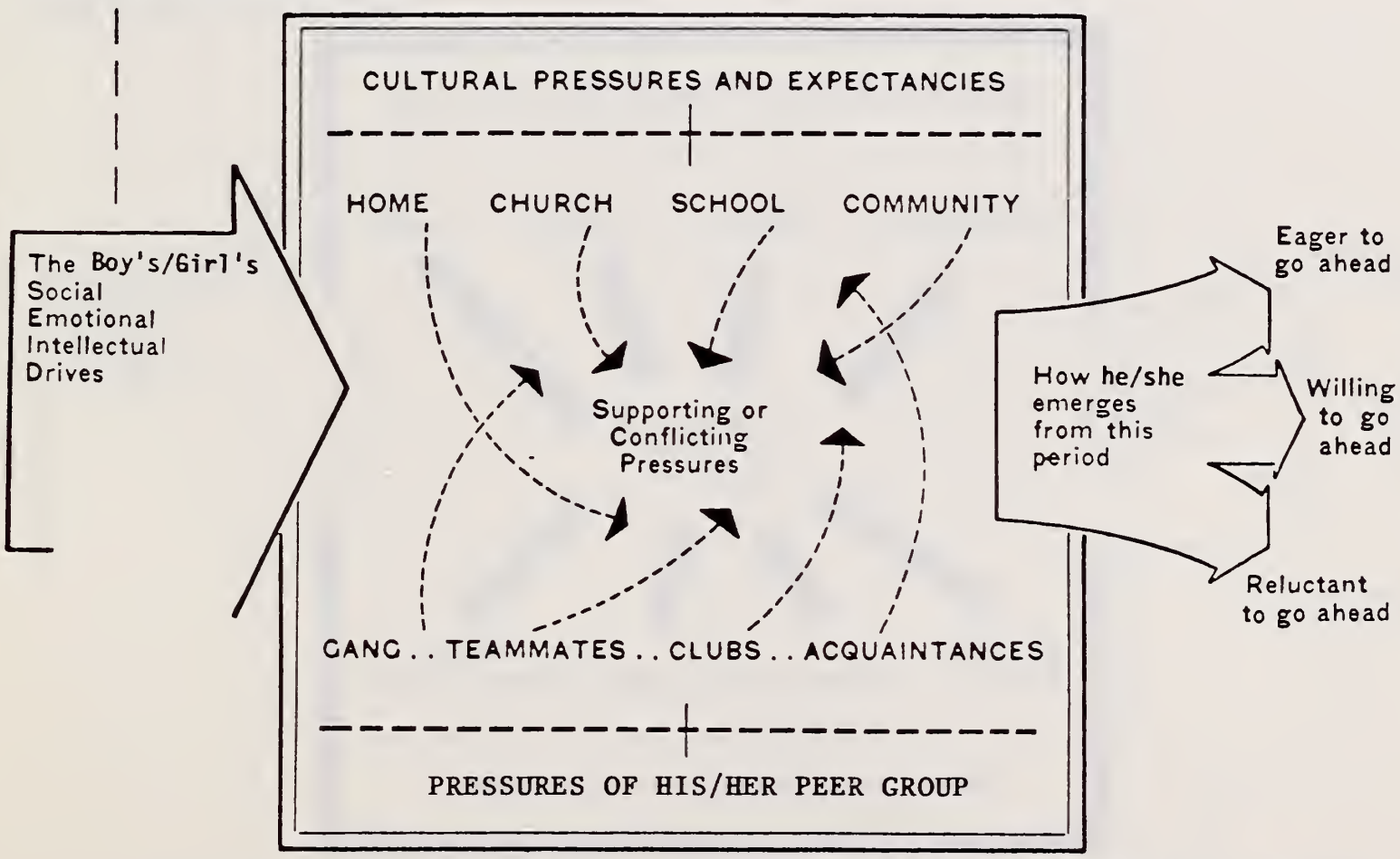
TOWARD UNDERSTANDING BOYS & GIRLS

IN EARLY ADOLESCENCE

By CLARENCE G. MOSER

The zest with which the early adolescent does an errand is equalled only by the speed of a turtle on a July day . . . This boy can do the chores around his home with three or four adults to prod him, though he can do similar chores all day at a friend's house and enjoy them. BUT a man is being born. Arms and legs are defying sleeves and pants to keep up with them. Favorite adults are being imitated. Even his hair renews its acquaintance with the comb and the pomade, when some cute new girl moves into the next block.

Ages 12-13-14 years
About 7-8-9 grades



Youth is not the easy, carefree period so commonly proclaimed by adults. Each period of life presents tasks that challenge the ability of the individual. These tasks must be achieved if the individual is to mature socially, emotionally and intellectually.

As this illustration portrays, a boy cannot deal only with satisfying his basic drives; he is pressured by the culture into which he is born, through many primary and secondary institutions, and by his peer group through individuals or groups that are especially close to him. These pressures are sometimes in support and sometimes in conflict with the drives of the boy.

It is the intent of this leaflet to guide parents toward an understanding of their boys so that their efforts will support their son in his growing up rather than increase the tensions and make his tasks more difficult.

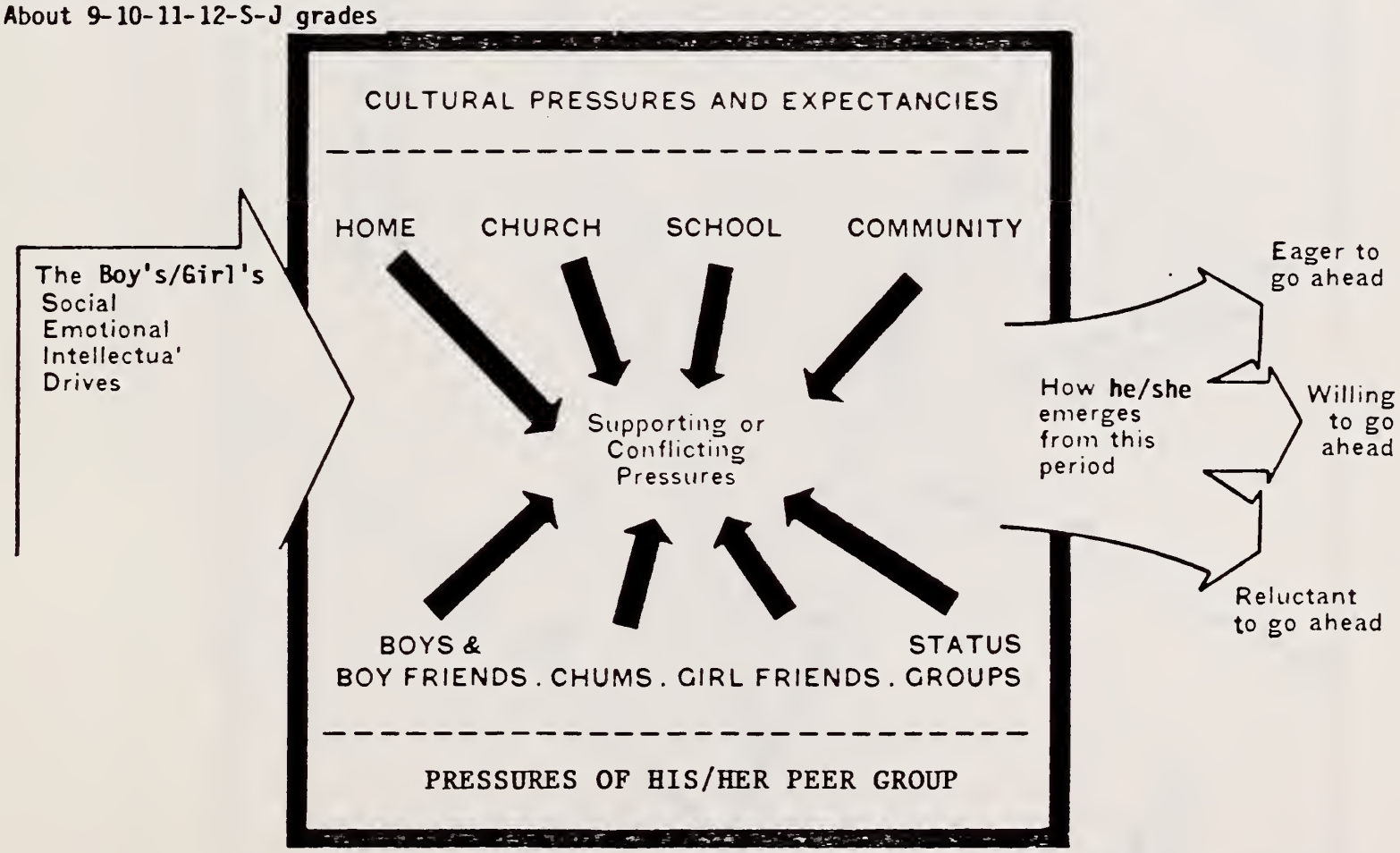
TOWARD UNDERSTANDING BOYS & GIRLS

IN ADOLESCENCE AND YOUNG ADULTHOOD

This is the girl who usually wishes the adults around her would join the modern generation. Her wants are immediate. The crowd or a few intimate friends become her supreme guide. Pressures for conformity are tremendous. Clothes are important. She slaves to improve her figure. She craves allure and glamour. These are the days of romantic love, beautiful-horrid, wonderful-terrible, exciting-anxious, thrilling-guilty. Life is divine or a disaster. She's often laughing on the outside and crying on the inside. She's trying her strength of personality, testing her adequacy, seeking her place.

Ages 14-15-16-17-18-19 years

About 9-10-11-12-S-J grades



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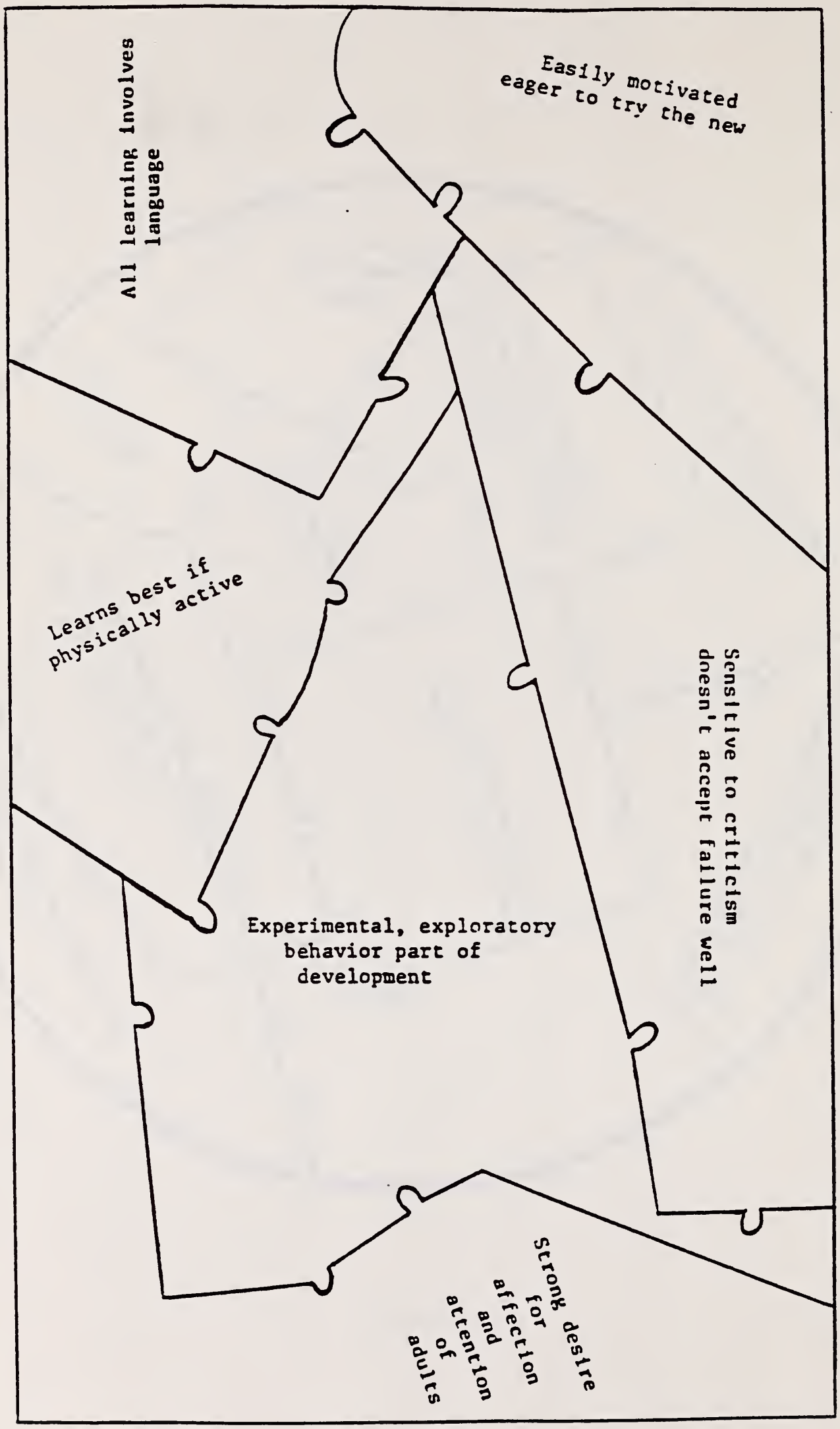
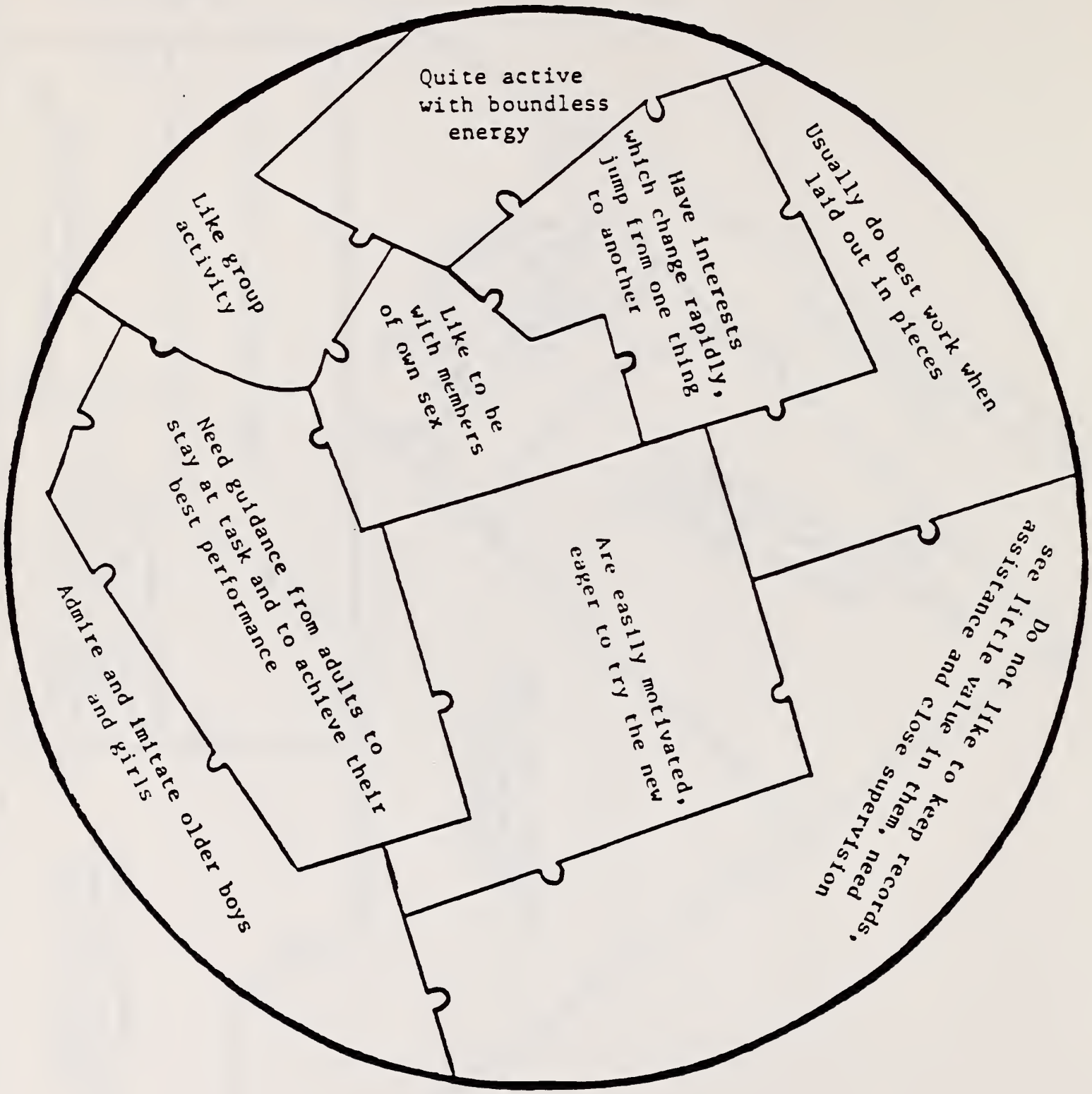
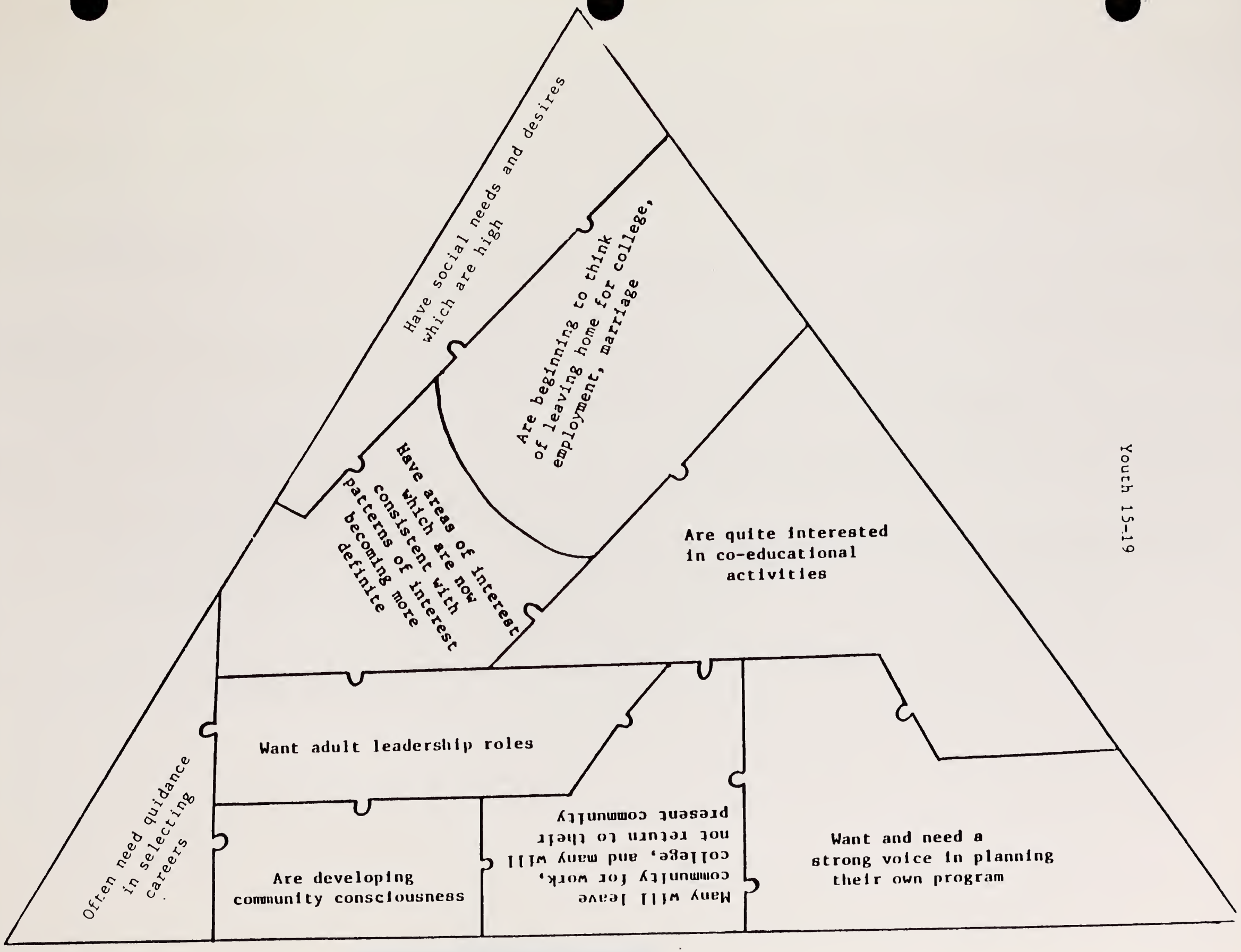

Easily motivated
eager to try the new
All learning involves
language
Learns best if
physically active
Sensitive to criticism
doesn't accept failure well
Experimental, exploratory
behavior part of
development
Strong desire
for
affection
and
attention
of
adults


Usually do best work when laid out in pieces
Have interests which change rapidly, jump from one thing to another
Quite active with boundless energy
Like group activity
Like to be with members of own sex
Need guidance from adults to stay at task and to achieve their best performance
Admire and imitate older boys and girls
Are easily motivated, eager to try the new
Do not like to keep records, see little value in them, need assistance and close supervision


Have social needs and desires which are high
Are beginning to think of leaving home for college, employment, marriage
Have areas of interest which are now consistent with patterns of interest becoming more definite
Are quite interested in co-educational activities
Want adult leadership roles
Often need guidance in selecting careers
Are developing community consciousness
Many will leave community for work, college, and many will not return to their present community
Want and need a strong voice in planning their own program

EDUCATIONAL OBJECTIVES
NUTRITION LEADER TRAINING
Eat It Centers

Center #1 Eating Right and Light

- The leader will identify at least one way to "Eat Right and Light" at a fast food restaurant.

Center #2 Knives and Stuff

- The leader will chop vegetables according to project manual instructions.
- The leader will prepare an "Eating Right and Light" recipe using food chopping skills.
- The leader will identify 8 of 11 common causes of kitchen accidents.

Center #3 Breakfast Bonanza

- The leader will identify breakfast cereals with a low sugar content.

Center #4 What Is Your Shopping I.Q.?

- The leader will identify the differences among 4 oils and fats: butter, safflower oil, 100% vegetab!e oil and lard.
- The leader will prepare the Tasty Tuna Treat recipe after considering a choice of 3 types of tuna.

Center #5 Labels, Labels, Labels!

- The leader will compare the ingredients in 4 beverage products.
- The leader will name what appears on every food label (by law).
- The leader will practice reading food labels.

Center #6 The Real Thing

- The leader will identify the ingredient label on 3 products.

Center #7 Sugar Cube Countdown

- The leader will estimate the amount of sugar in his/her diet during trhe last 24 hours.
- The leader will measure dry ingredients according to 4-H project manual instructions.

Center #8 Home Invaders

- The leader will determine how food is mishandled in 2 of 4 simulations.

Center #9 Quiz Capers

- The leader will correctly answer 8 out of 20 nutrition questions.

Center #10 Hit or Myth

- The leader will identify 5 nutrition myths (misinformation).
- The leader will identify how and where to find reliable nutrition information.

Center #11 Protein Puzzle

- The leader will identify at least 2 advantages to eating beans.
- The leader will show how to extend an animal protein source with a plant protein source to make a larger quantity of a higher quality protein.
- The leader will show how to combine 2 plant sources of protein to make a higher quality protein source.
- The leader will identify at least 5 low fat protein foods.

Center #12 Fat Finders

- The leader will identify foods that have the most and least food energy from a group of foods.
- The leader will identify a lowfat food from each pair of similar foods.
- The leader will be familiar with the amount of fat (in teaspoons) in 12 common foods.

Center #13 Nachos

- The leader will follow directions for a recipe that can be used with members in a classroom environment.

*Should already h[illegible] this information

"EAT IT" CENTERS

Suggested Teaching Plan

POSSIBLE EXTENDERS	1 Eating Right and Light	2 Knives and Stuff	3 Breakfast Bonanza	4 What is Your Shopping I.Q.?	5 Labels, Labels, Labels!	6 The Real Thing	7 Sugar Cube Countdown	8 Home Invaders	9 Quiz Capers	10 Hit or Myth	11 Protein Puzzle	12 Fat Finders	13 Nachos
Low-income Volunteers	X	X	X	maybe	X	maybe	X	X	no	maybe	no	X	X
Teen Leaders (stipends)	X	X	X	no	X	maybe	X	X	no	X	maybe	X	X
Adults (stipends) e.g. teachers' aids	X	X	X	X	X	X	X	X	X	X	X	X	maybe
Teachers	maybe	X	X	X	X	X	X	X	X	X	X	X	X
Agency Youth Staff e.g. YMCA, YMCA	X	X	X	X	X	X	X	X	maybe	maybe	X	X	maybe
Club Leaders	X	X	X	X	X	X	X	X	X	X	X	X	X
Nutrition Students (college level)	X	X	maybe	no*	maybe	no*	no*	X	X	no*	no*	no*	X

*Should already h[illegible] this information

"EAT IT" CENTERS

My County's Teaching Plan

POSSIBLE EXTENDERS	1 Eating Right and Light	2 Knives and Stuff	3 Breakfast Bonanza	4 What is Your Shopping I.Q.?	5 Labels, Labels, Labels!	6 The Real Thing	7 Sugar Cube Countdown	8 Home Invaders	9 Quiz Capers	10 Hit or Myth	11 Protein Puzzle	12 Fat Finders	13 Nachos
Low-income Volunteers													
Teen Leaders (stipends)													
Adults (stipends) e.g. teachers' aids													
Teachers													
Agency Youth Staff e.g. YMCA, YMCA													
Club Leaders													
Nutrition Students (college level)													

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SUPPLY LIST
Eat Centers

Permanent Supplies	Permanent Printed Materials	Consumable Supplies/ Printed Materials
Center No. 1: Eating Right and Light		
<u>Part A</u>		**Fast Foods Activity Booklet, 4-H--4140** **What About Nutrients in Fast Foods?,** 5 to 10 copies
<u>Part B</u> Blender or egg beater and bowl or jar with lid (1 to 2 pints) Measuring cup, measuring spoons Rubber spatula	**Rate Your Plate,** Member's Activity Booklet, 4-H--4218	Ripe banana, plain yogurt, pineapple juice, ice cubes, honey Paper or plastic serving cups Optional: ice cubes, Zip-Lock bags, small hammer
Center No. 2: Knives and Stuff		
Cutting board Sharp knife Bowl Measuring cup Measuring spoons Mixing spoon	**Fit It All Together, Unit I** Member's Activity Booklet, 4-H--4214 **Rate Your Plate,** Member's Activity Booklet, 4-H--4218 **Be Safe--Not Sorry,** Directions **Be Safe--Not Sorry,** Answer Sheet **Be Safe--Not Sorry,** Answer Sheets 1, 2, and 3	Orange, orange juice, lemon juice, honey, banana, apple, paper cups, plastic spoons **Food Specialist Guide,** 5 to 10 copies **Be Safe--Not Sorry,** 5 to 10 copies of handouts
Center No. 3: Breakfast Bonanza		
Small individual serving boxes or labels for Kellogg's Cherrios Special K Product 19 All Bran Raisin Bran Frosted Flakes Sugar Corn Pops Suggestion: Buy the Kellogg's Variety Pack	**Sugars,** one-page reference sheet	**Ratings: Breakfast Cereals,** 5 to 10 copies

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SUPPLY LIST
Eat Centers

Permanent Supplies	Permanent Printed Materials	Consumable Supplies/ Printed Materials
Center No. 4: What is your shopping IQ?		
Part A		
Saffola Oil, small bottle, Wesson Oil, small bottle, Butter carton, empty, Lard carton, empty	Fit It All Together, Unit 3 The World of Food and Fitness 4-H--4231 Buying Guide: the best vegetable oil	Eaters' Almanac Three Important Fat Facts, 5 to 10 copies
Part B		
Can of tuna, packed in vegetable oil Can of tuna, packed in oil but not mentioned on front label	Fit It All Together, Unit 1 Member's Activity Booklet Food for Fun and Fitness, 4-H--4214	Eaters' Almanac Testing Your Shopping IQ, 5 to 10 copies
Part C		
Cutting board Sharp knife Table knife Cheese grater	Fit It All Together, Unit 1 4-H--4214	Tuna, 6½ oz. can, packed in water Lettuce Tomato Cheese Mayonnaise Whole wheat bread
Center No. 5: Labels, Labels, Labels		
Part A		
V8, 6 oz. can	Fit It All Together, Member's Activity Booklet Food for Fun and Fitness, 4-H--4214	
Part B		
Empty packages or labels: Lucerne Instant Breakfast General Mills Breakfast Squares Town House Frosted Toaster Tarts General Foods Gravy Train Dog Food	Rate Your Plate, Member's Activity Booklet, 4-H--4218	

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SUPPLY LIST
Eat Centers

Permanent Supplies	Permanent Printed Materials	Consumable Supplies/ Printed Materials
Part C Paper containers of four grape beverages (include a 100% juice, a juice drink, a juice cocktail, and a punch), 8 fluid oz. size. Suggestion: Minute Maid Concord Punch, Hi-C100 Grape, Ocean Spray Grape Cranberry Drink, Welch's Cocktail Part D Four empty packages of crackers: Ak-Mak Sesame Crackers, raisin graham crackers, Ritz Crackers, and rice cakes		Eaters' Almanac LABELS Can They Really Help?, 5 to 10 copies
Center No. 6: The Real Thing		
Part A Coke, one 12-oz. can, empty or full Whole milk carton, empty Skim milk carton, empty Part B Part C	Rate Your Plate, Member's Activity Booklet, 4-H--4218 Three comparison cards: for whole milk, skim milk and Cola	Eaters' Almanac How Sweet It Is, 5 to 10 copies

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SUPPLY LIST
Eat Centers

Permanent Supplies	Permanent Printed Materials	Consumable Supplies/ Printed Materials
Center No. 7: Sugar Cube Countdown		
<u>Part A</u>		
<u>Part B</u>		
Sugar cubes. 1 tsp. sugar = 1 cube	15 food picture cards	
<u>Part C</u>		
<u>Part D</u>		
Sugar, 2 cups in a storage container Flour, 2 cups in a storage container Set of dry measuring cups (1/4 c., 1/3 c., 1/2 c., 1 c.) Tablespoon Table knife	Fit It All Together, Unit 1 Member's Activity, Booklet 4-H--4214	Eaters' Almanac, How Sweet It Is, 5 to 10 copies
Center No. 8: Home Invaders		
<u>Part A</u>	Home Invaders, Flip Chart Background Information, reference sheet Keep Foods Safe, (handout or a reference sheet)	
<u>Part B</u>		Case of the Long Shopping Trip, 5 to 10 copies Case of the Tummy Ache Turkey, 5 to 10 copies Case of the Warm Picnic Lunch, 5 to 10 copies Case of the Suspicious Chili, 5 to 10 copies

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SUPPLY LIST
Eat Centers

Permanent Supplies	Permanent Printed Materials	Consumable Supplies/ Printed Materials
Center No. 9: Quiz Capers		
No supplies needed		
Center No. 10: Hit or Myth		
Part A	Fit It All Together-- Food and Fitness Choices, Unit 2, Member's Activity Booklet, 4-H--4228	Resources: National Private Organizations, handout 5 to 10 copies Eaters' Almanac, How to Cope with Diets, 5 to 10 copies
Part B	Rate Your Plate, Member's Activity Booklet, 4-H--4218 Rate Your Plate, Leader's Manual, 4-H--4217	
Part C	TV Guide Advertisement Is This Nutrition Resource Reliable?, 5 to 10 copies	
Part D		
Center No. 11: Protein Puzzle		
Part A Four Zip-Lock bags containing kidney beans, black beans, pinto beans, pink beans, respectively.	Rate Your Plate, Leader's Manual, 4-H--4217	
Part B	Background Information for the leader, reference sheet	

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SUPPLY LIST
Eat Centers

Permanent Supplies	Permanent Printed Materials	Consumable Supplies/ Printed Materials
Part C		Protein puzzle pieces, handout, 5 to 10 copies
Part D	Fit It All Together, Member's Activity Booklet, 4-H--4214	
Part E		
Part F	Rate Your Plate, Leader's Manual, 4-H--4217	Eaters' Almanac, Protein Teams for Your Heart, 5 to 10 copies
Center No. 12: Fat Finders		
Part A		
Paper towels for clean up		Brown paper bag, fat finders, five small baby food jars each containing one food: water, 3-5 T margarine, 1 T peanuts, 10-20 potato chips, 3 potato, 1 slice Eaters Almanac, Triple Bonus in Low-Fat Milk Products, 5 to 10 copies

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SUPPLY LIST
Eat Centers

Permanent Supplies	Permanent Printed Materials	Consumable Supplies/ Printed Materials
Part B Food Wheel activity was made for you by Faye Lee and Judy Barnes. Please pick up one set at the September 21-22 Workshop.		
Part C Where Is The Fat Hidden activity was made for you by Faye Lee and Judy Barnes. Please pick up one set at the September 21-22 Workshop.		
Part D Eight Zip-Lock bags, quart size. Each Zip-Lock bag contains one of the following: water, ½ cup vegetable juice, 6-oz. can pineapple juice, 6-oz. can flour, ½ cup sugar, ½ cup unflavored gelatin, two packets mixed with granulated sugar to equal ½ cup total Crisco, ½ cup Vegetable oil, ½ cup Place food in one Zip-Lock bag and seal shut.	Fats in Foods, reference sheet	Dietary Guidelines For Americans, Bulletin on Fat
Center No. 13: Nachos		
Part A Cheese grater, sharp knife	Fit It All Together, Member's Activity Booklet, 4-H--4214	Cheddar cheese
Part B Small toaster oven, pot holder		Fresh corn tortillas, spicy taco sauce

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SUPPLY LIST
Eat Centers

Permanent Supplies	Permanent Printed Materials	Consumable Supplies/ Printed Materials
Supply Table		
Sponge Plastic tub for washing dishes Dish rags for washing dishes Can opener Felt tip markers Masking tape Scissors Pins		Paper towels Tin foil Saran Wrap Wax paper Dishwashing soap Garbage bags

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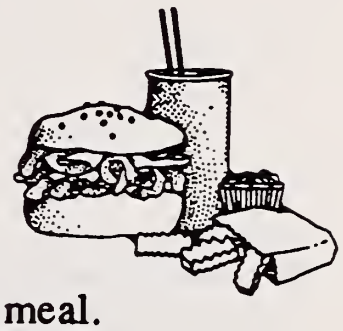
EATING RIGHT AND LIGHT
Center #1 Part A

Dear Leader,

"Eating Right and Light" at a fast food restaurant is a difficult skill to learn. Assume you are working with a group of 4-H'ers, ages 10 to 12 years.



Ask them questions like (plus those you make up)

- What fast foods have the most calories?
- What fast foods have the least calories?
- Which nutrient is high in most fast food meals?
- Which 2 nutrients are low in most fast food meals?
- Write down the foods that made up your last fast food meal. Estimate the number of calories.

Skim the FAST FOOD Activity Booklet. Can you find the answers to these questions?

If you would like more information about fast foods, please help yourself to a copy of ***What About Nutrients in Fast Foods?***

EATING RIGHT AND LIGHT
Center #1 Part B

Dear Leader,

Now lead your group of 4-H'ers through an "Eating Right and Light" recipe. RATE YOUR PLATE Activity Booklet, page 55**. Did you wash your hands with soap?

** If your youngsters do not have blenders in their homes, make these using a jar or egg beater instead of the blender:

. Chop the ice cubes in a Ziploc bag with a mallot, small hammer or blunt instrument.

. Mash the ripe banana with a fork.

. Use a jar (1-2 pints) with a tight lid instead of the blender. Give every child a chance to shake the smoothie in the jar.

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FDA CONSUMER

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What About Nutrients In Fast Foods?

by Chris Lecos

Every day millions of Americans flock to a wide array of fast food restaurants to devour hamburgers, cheeseburgers, hot dogs, french fries, onion rings, pizza, beef, chicken, chili, tacos, burritos, shakes, soft drinks and a host of other food products. The impressive growth of some fast food chains suggests that Americans thrive on quick service eating and the environment in which the food is served.

But do they know what they are eating? Are fast foods really nutritious or are they, as some critics complain, merely stomach fillers that sock consumers with a lot of calories but lack nutritional punch?

There is no simple yes or no answer. Nutrition experts recommend that all people eat a balanced and varied diet with all the essential nutrients needed for good health. Certainly, with so many fast food restaurants around it should be easy to vary one's cuisine, even if most meals are taken in places that feature speed.

But the choices in a single fast food establishment generally are not extensively varied. Does that mean that the patron who regularly eats at a particular fast food establishment runs the risk of nutritional deficiency? It may depend on how regular the habit is. There is no fixed rule of nutrition that says one must eat all of the required nutrients at one meal. What is more important, some nutritionists say, is the combinations of foods eaten in a fast food restaurant, how often one relies upon such food choices, and, quite importantly, what other foods a consumer eats during the rest of the day.

In recent years many large fast food chains have had the nutrient content of their food offerings analyzed. Evaluations of these offerings by nutritionists and diet experts indicate that most fast food items are not without significant amounts of certain nutrients. In general, the majority provide calories, protein, carbohydrates, fat and various vitamins and minerals.

There are some less desirable aspects. Fast foods can supply more calories than needed from one meal. Sodium levels may be high, which is of special concern for people on sodium-restricted diets. Many nutritionists also deplore the high fat and sugar content of some fast foods, and various studies have noted the low levels of vitamins A and C in many fast foods. Further, nutritionists point out that the majority of fast food restaurants provide few vegetables, fruits and whole grains, thus raising questions about their contributions of fiber and some vitamins and minerals.

Do people overdose on fast foods? Studies indicate that Americans eat out often and that younger groups eat more often at fast food places. A Gallup study over a three-year period (1978 to 1980) revealed that 30 to 42 percent of those polled had eaten out the day before. Mostly they ate lunch away from home, and 28 percent ate at a fast food place. Another study had one out of five working women eating at a fast food establishment four times a week.

Overall, however, the studies make clear that the majority of people are not eating at fast food restaurants so often that they get most of their meals—and their nutrient intake—from such fare. And that's the conclusion of an article published in the March 1980 issue of the *Journal of the American Dietetic Association*. Said the authors:

"Such occasional visits to fast food restaurants will obviously have little impact on the nutritive value of a week's diet." However, the authors caution that "averages can mask extremes and there are certainly some individuals who frequent fast food restaurants much more often than the averages indicate. Moreover, fast food chains are expanding to schools and colleges, and in these situations reliance on fast foods may be great."

Although much information has become available on the nutritional value of fast food products, more study undoubtedly is needed. For example, many fast food chains package and portion foods to size before delivery to an individual food outlet. Once there, a product may undergo further preparation for sale, including multiple heating and cooling. The effect this has on nutritional quality of the food is not known since there is relatively little data about analyzing foods obtained at the point of purchase.

Various chains have had nutrient evaluations made of their products and these usually are made available to the public upon individual request. Nutrition experts have used this data to evaluate the nutrient content of fast foods. *Consumer Reports* magazine has, on several occasions, bought foods and made laboratory nutritional analyses of fast food operations. The various studies indicate that fast foods often are good sources of protein and some items would, if selected, provide 20 to 30

percent of the recommended allowances for thiamine, riboflavin, vitamin C and calcium. A beef patty or roast beef sandwich substantially boosts the iron contribution.

But the studies also indicate higher than average sodium levels and low amounts of vitamin A in some fast food meals. Further, the amounts of biotin, folacin, pantothenic acid, iron and copper are in short supply in some sample meals—inadequacies that, nutrition sources say, reflect the limited nature of fast food menus. In recent years some fast food operations have included salad bars and expanded food varieties to improve the potential nutritional profile of their foods.

Foods from animals are common on fast food menus, raising some concern among nutritionists about cholesterol and saturated fat levels. However, information about the level of these is more limited than other nutrient data and may be affected by formulation and preparation. Shakes, for example, generally are made from nonfat milk solids instead of whole milk, and this can alter the fat and cholesterol content. The type of fat or oil used for frying also affects the ratio of saturated and unsaturated fatty acids.

It seems apparent, nutritionists themselves point out, that many fast foods are unfairly criticized as being of little or no nutritional value. For the consumer, it still boils down to the kinds of fast foods a person eats. In the previously mentioned study of the 240 patrons in Pennsylvania, it was found that 72 percent of the customers ate meals that had less than a fourth of the recommended allowances for calcium. Although milk and shakes were available, only 19 shakes and 13 milks were purchased by those interviewed, compared to 115 orders of soft drinks and 80 cups of coffee (the latter drunk by older persons).

Three nutrition experts, writing in the March-April 1981 issue of *Dietetic Currents*, used nutrient information from 11 fast food chains for determining the contribution of fast foods to the U.S. Recommended Daily Allowances established by FDA for nutrition labeling purposes. Some principal findings:

- The *calorie content* of fast food meals ranged from 900 to 1,800 calories—33 to 66 percent of the total daily calories recommended for young men and 45 to 90 percent of the number needed for young women. Beverages can be major calorie contributors; depending on place of purchase and size, a shake could tack on 400 to over 800 calories to a meal.
- The *sodium content* of many meals ran from 1,000 to 2,515 milligrams. Although FDA has not established a U.S. RDA for sodium (salt is the main dietary source of sodium), the Food and Nutrition Board of the National Academy of Sciences/National Research Council has recommended 1,100 to 3,000 milligrams as a safe and adequate daily intake. For example, two slices of one chain's medium-size pizza would provide 800 to 1,500 milligrams of sodium, depending on the toppings ordered and the crust thickness. One chain's popular seven-ounce hamburger would provide about 1,000 milligrams of sodium while that of another chain would contribute nearly 800 milligrams.
- The *fat* in some fast foods provided an average 51 percent of the calories consumed. Experts say fat should contribute no more than 35 percent of a person's calories. Little information was provided about the ratio of saturated to unsaturated fats in fast foods and the source of the fats. Fat content is affected by the way foods are prepared (frying, grilling, broiling), cooking temperature, and reuse of cooking fat.
- *Fast food meals* contribute 50 to 100 percent of the protein and 30 to 60 percent of the iron and calcium needed by young adults, but the vitamin A and C in most meals is "very low." Fiber content was not shown for many meals. The authors saw a need for additional data about essential trace minerals.

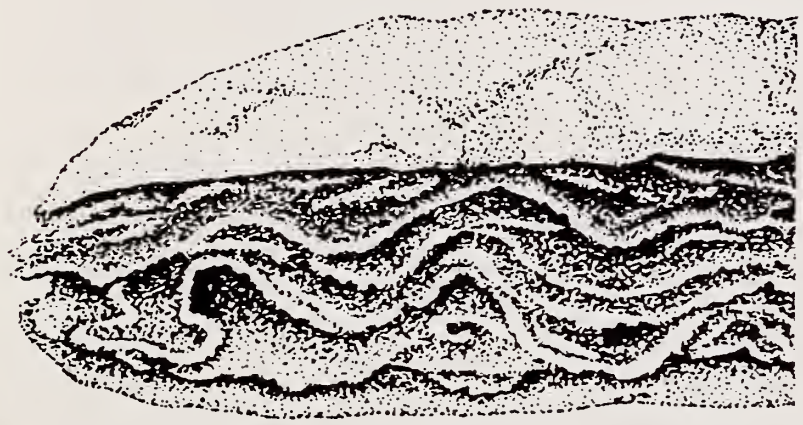
Whatever one's point of view, these findings by nutritionists and dietitians reinforce the argument that consumers should eat balanced meals and supplement their diets with required nutrients if they frequently dine on fast foods. It seems obvious that fast food restaurants are here to stay and that Americans will continue to spend many of their away-from-home dollars in such places.

Chris Lecos is a member of FDA's publications staff.

FRENCH FRIES (Continued)

Percent of U.S. RDA (for adults and children over 4 years):

Protein	2%	5%	3%
Vitamin A	*	*	*
Vitamin C	19%	21%	*
Thiamine	5%	8%	4%
Riboflavin	2%	*	*
Niacin	9%	12%	4%
Calcium	*	*	*
Iron	4%	3%	2%

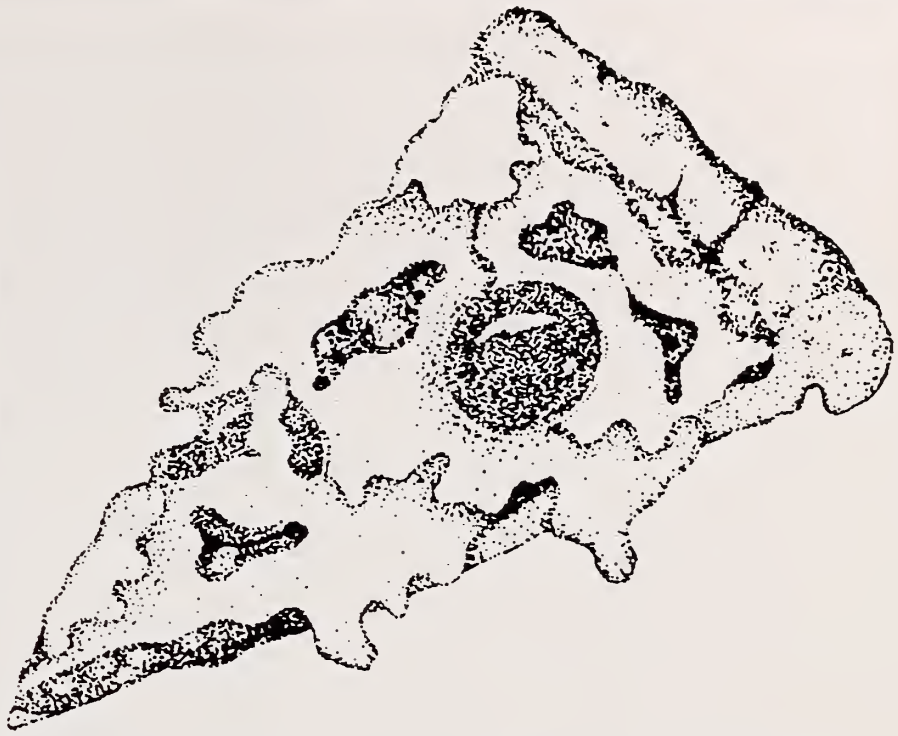


ROAST BEEF SANDWICHES

	Chain E
Serving Size (g)	140
Calories	350
Protein (g)	22
Carbohydrates (g)	32
Fat (g)	15
Cholesterol (mg)	45
Sodium (mg)	880

Percent of U.S. RDA (for adults and children over 4 years):

Protein	34%
Vitamin A	*
Vitamin C	*
Thiamine	20%
Riboflavin	20%
Niacin	25%
Calcium	8%
Iron	20%



PIZZA

(one-fourth of 13-inch-diameter pizza)

(Chain F)

	Cheese	Pepperoni	Supreme
Calories	340	370	400
Protein (g)	19	19	21
Carbohydrates (g)	42	42	44
Fat (g)	11	15	17
Cholesterol (mg)	22	27	13
Sodium (mg)	900	1000	1200

Percent of U.S. RDA (for adults and children over 4 years):

Protein	29%	29%	32%
Vitamin A	12%	14%	15%
Vitamin C	*	*	4%
Thiamine	30%	30%	45%
Riboflavin	30%	25%	30%
Niacin	20%	20%	30%
Calcium	50%	40%	40%
Iron	20%	18%	25%

Key

g = grams (28.4 grams = 1 ounce)

mg = milligrams

* = Less than 2% of U.S. RDA

N/A = Not Available

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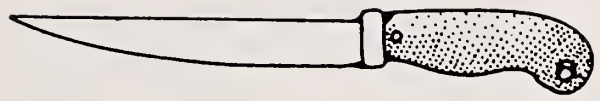


KNIVES AND STUFF
Center #2 Part A

Dear Leader,

Read ***HOW TO: CHOP VEGETABLES*** in the FIT IT ALL TOGETHER Activity Booklet, page 15. Demonstrate to your partner just as though you are a beginning 4H-er. Did you remember to wash your hands with soap?

Vegetables have enemies. What are they? Discuss this with you partner. Then turn this card over.

KNIVES AND STUFF
Center #2 Part A

Answers: Time: Vitamins are destroyed and the vegetable toughens or wilts with time.

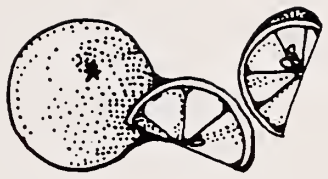
Water: Vitamin C moves from the surface of the vegetable into the water in which the vegetable is stored or cooked.

Air: The oxygen in the air makes the vitamin C less active.

Heat: Heat destroys vitamins and causes over-cooking.

Bruising: Bruised produce releases an enzyme that makes vitamin C less active.

KNIVES AND STUFF
Center #2 Part B



Dear Leader,

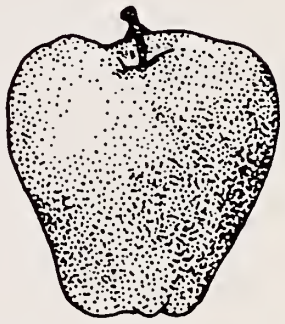
You now have a chance to show off the new food preparation skill you mastered in Part 1. Locate the Fantastic Fruit Salad recipe on page 27 in the RATE YOUR PLATE Activity Booklet. Begin by asking your partner these questions.

1. Why do we clean the fruit first?
2. Why cut the fruit into large pieces instead of small ones?

Now turn this card over to check your answers. Then check the instructions to follow.

Please cut this recipe to:

orange 1/2
orange juice 1/4 cup
lemon julce 1 tablespoon
honey 1 teaspsoon
banana 1/2
apple 1/2



KNIVES AND STUFF
Center #2 Part B Answers

Answers:

1. The skins of fruit we eat need a thorough washing to remove dirt, insect parts and chemicals.

2. The smaller the pieces, the more flesh of the fruit is exposed to air. The oxygen in the air makes the vitamin C less active.

KNIVES AND STUFF
Center #2 Part C

Dear Leader,

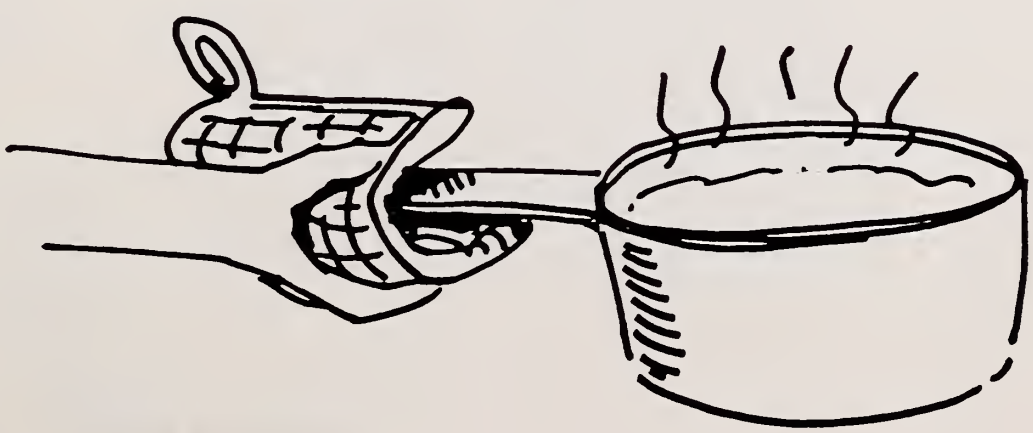
Read the directions titled ***BE SAFE -- NOT SORRY*** from EATING RIGHT IS BASIC. Give directions to your partner who is now a beginning 4-H foods and nutrition member.

When you are ready, look for the folder marked "**ANSWERS**". Inside you will find a discussion of each of the eleven "common causes of accidents". Discuss the answers as you would with a larger group of 4-H'ers.

KNIVES AND STUFF
Center #2 Part D

Dear Leader,

Part D is for those leaders who would like more information about kitchen safety with kids. Please take one of these leaflets titled *The Home Food Specialist Guide.*



DIRECTIONS

BE SAFE - NOT SORRY

MEMBERS SHOULD BE ABLE TO

- Identify how to prevent kitchen accidents

YOU WILL NEED

- Handout 4: Be Safe - Not Sorry for each member
- Leader answer sheets (pages 1-3)

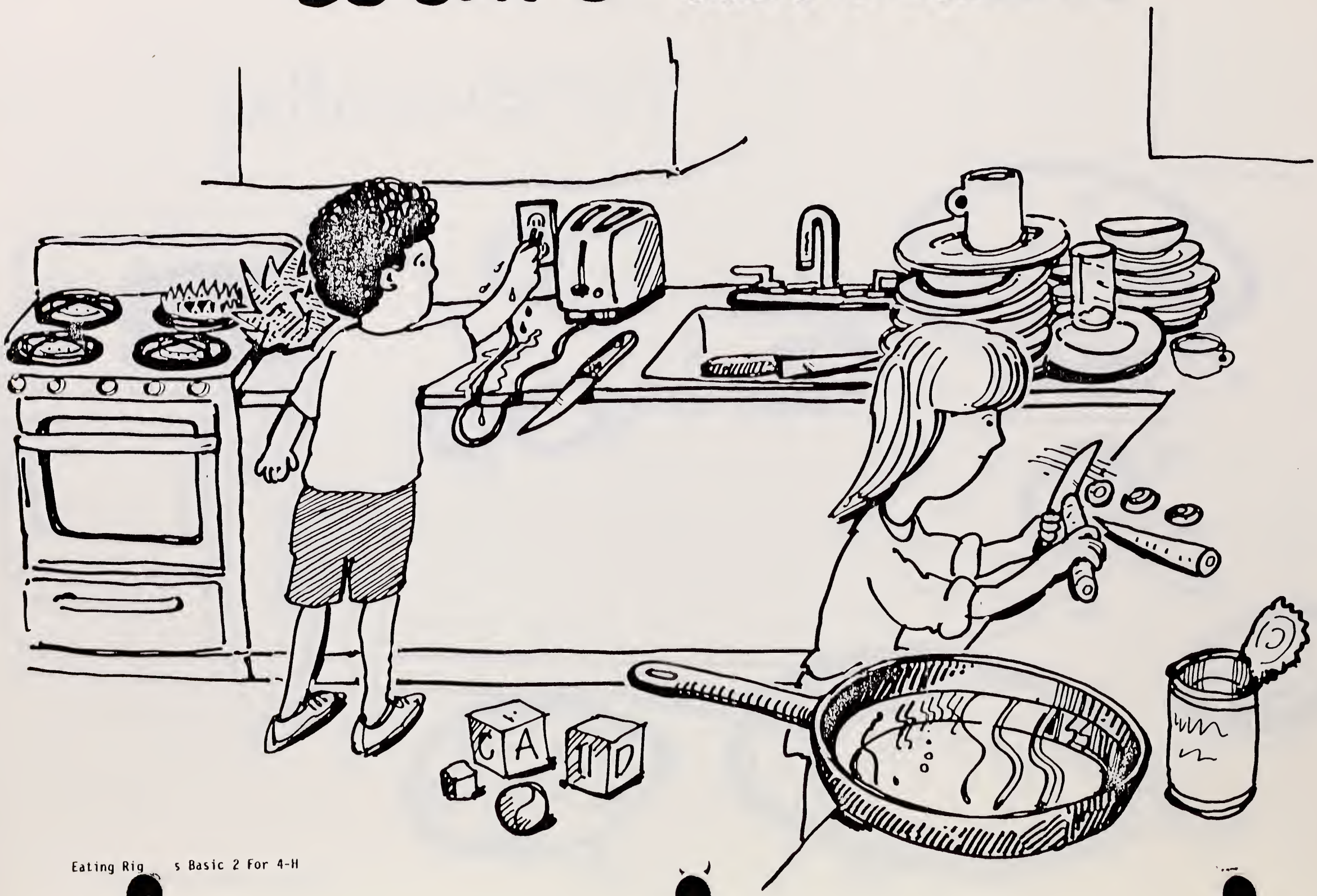
BACKGROUND INFORMATION

Kitchen accidents are common causes of injuries. This activity is designed to show members how accidents can happen and how they can be prevented. This activity could be used while the foods prepared at the meeting are cooking. The activity may not be appropriate for older youth.

WHAT TO DO

1. Ask members if they have ever had an accident while preparing food. Ask how the accident could have been prevented. Give each member a copy of Handout 4, "Be Safe - Not Sorry".
2. Ask members to mark an "X" on all of the things that could cause an accident.
3. Use the leader answer sheet to discuss the "right" answers. You may want to call on one member to discuss each "problem."

BE SAFE - NOT SORRY!



BE SAFE - NOT SORRY!

Answers

BE SAFE--NOT SORRY

ACTIVITY

Use this information to discuss the "right" answers.

1. Burner should not be left on when not in use because:

   - you could easily be burned by touching the flame or hot burner.
   - it is a waste of electricity or gas.

   REMEMBER TO TURN BURNERS OFF AS SOON AS YOU ARE DONE WITH THEM.

2. Paper or other burnable objects, such as potholders or boxes, should not be left near the stove because:

   - they could easily start to burn, causing a fire.

   KEEP BURNABLES AWAY FROM THE STOVE AND OVEN AREA.

3. Electrical cords should never be plugged in with wet hands or while standing in water because:

   - water conducts (or carries) electricity which may result in a shock.

   CLEAN UP ANY WATER ON THE COUNTERS OR FLOORS AND DRY YOUR HANDS BEFORE PLUGGING IN ELECTRICAL APPLIANCES.

4. Appliance cords should not be allowed to dangle off the counter because:

   - you might accidently pull the cord (and the appliance) off the counter, resulting in injury to you and the appliance.

   KEEP THE CORDS AWAY FROM THE EDGE OF COUNTERS AND TABLES.

5. Sharp knives should not be left on the counter because:

   - you may injure yourself by grabbing or touching one, especially if it is pointing out like the one in the picture.

   PUT SHARP KNIVES AWAY WHEN THEY ARE NOT BEING USED.

6. Toys should not be left on the floor because:

   - they may cause you to trip or fall.

   PUT AWAY TOYS THAT ARE ON THE KITCHEN FLOOR BEFORE YOU START TO COOK.

BE SAFE--NOT SORRY

ACTIVITY (Cont.)

7. Knives should not be left on the bottom of the sink because:

   - it is easy to cut yourself if you grab or touch the knife while washing dishes.

   WASH SHARP KNIVES AND PUT THEM AWAY IMMEDIATELY AFTER YOU ARE FINISHED WITH THEM (OR ASK AN ADULT TO WASH THEM).

8. Dishes should not be stacked in tall piles because:

   - they could easily fall and break.

   WASH DISHES AS YOU COOK, OR STACK THEM CAREFULLY IN SMALL PILES AT THE BACK OF THE COUNTER.

9. Knives should never be used to cut towards the person because:

   - you could easily lose control of the knife and cut yourself.

   CUT FOODS ON A FLAT SURFACE (USING A CUTTING BOARD IF POSSIBLE). THE KNIFE SHOULD ALWAYS BE CUTTING AWAY FROM THE PERSON.

10. A pan should not be left near the edge of the counter because:

    - it could easily fall and, if it contained hot food, it could cause burns.
    - a young child could pull the handle and be injured by the pan, or burned by what's in it.

    PAN HANDLES SHOULD ALWAYS BE TURNED TOWARD THE BACK OF THE STOVE OR COUNTER. KEEP PANS AWAY FROM THE COUNTER EDGE.

11. Can lids should not be left partially on the can because:

    - you might easily be cut by the sharp edges.

    WHEN OPENING CANS, CONTINUE OPENING THEM UNTIL THE LID IS COMPLETELY OFF THE CAN--THROW THE LID AWAY. THROW THE LID AWAY BY PUTTING IT INTO THE BOTTOM OF THE TRASH CONTAINER.

THE HOME FOOD SPECIALIST GUIDE

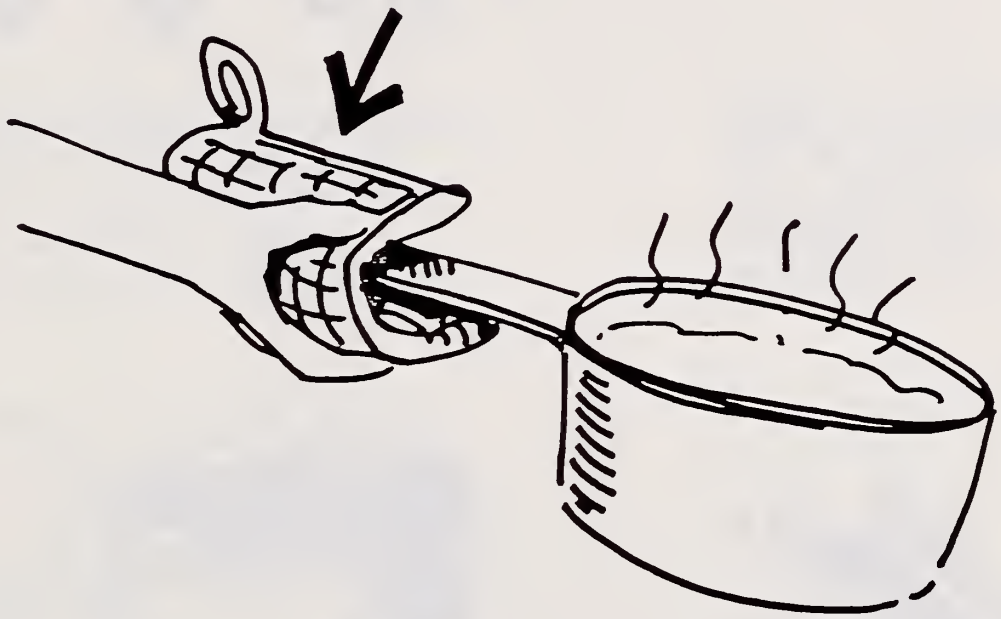
Center 2

EATING RIGHT IS BASIC 2

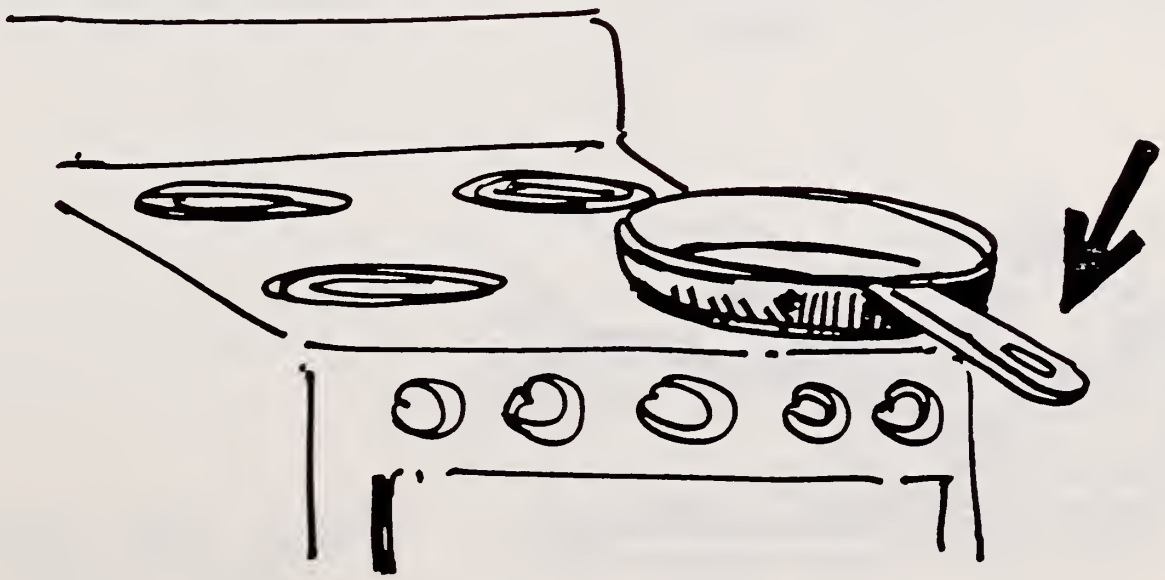
SAFETY IN THE KITCHEN

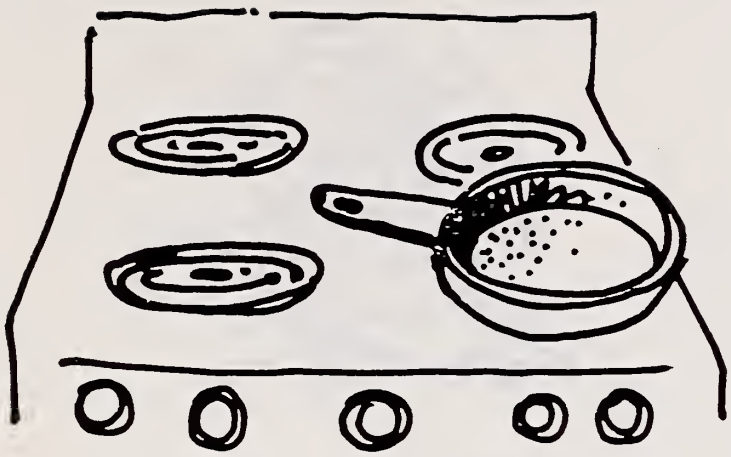
BEING A HOME FOOD SPECIALIST CAN BE DANGEROUS AT TIMES. CERTAIN SAFETY RULES SHOULD BE FOLLOWED, FOR EXAMPLE...

USE A POT HOLDER TO GRAB HOT PAN HANDLES.



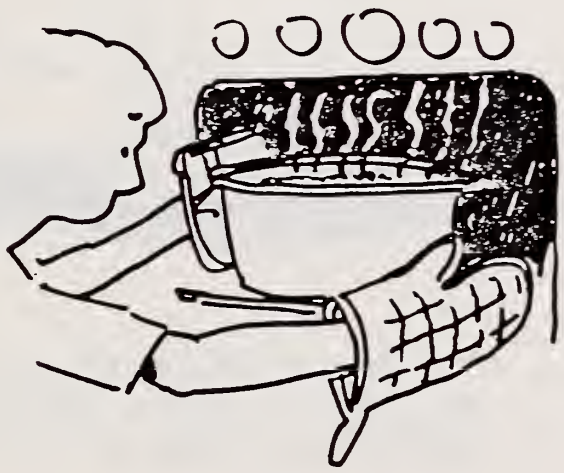
DON'T TURN THE HANDLES OF POTS OR PANS OUTWARD, SOMEONE MAY BUMP INTO THEM CAUSING SPILLS AND BURNS. TURN HANDLES TO THE SIDE BUT NOT DIRECTLY OVER ANOTHER HOT BURNER.





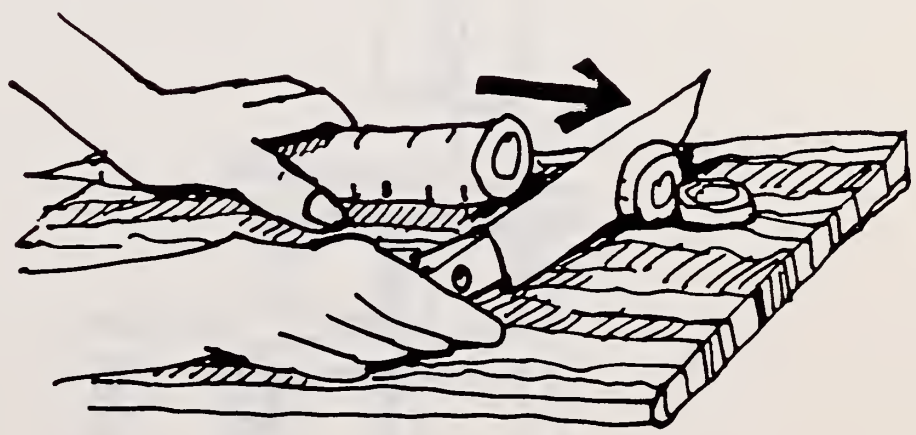
BE SURE HANDLES OR UTENSILS ON TOP OF STOVE ARE NOT DIRECTLY OVER ANOTHER HOT BURNER OR UNIT, THESE HANDLES WILL BE EXTREMELY HOT.

WHEN STIRRING, STEADY THE PAN BY HOLDING THE HANDLE WITH A POT HOLDER. STIR WITH A WOODEN SPOON OR A SPOON WITH A WOODEN OR PLASTIC HANDLE.



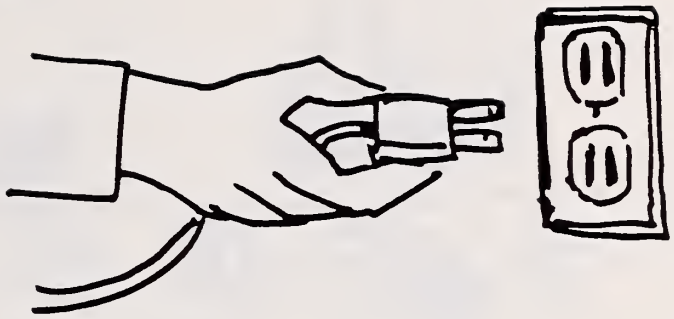
WHEN TAKING FOOD FROM THE OVEN, USE A POT HOLDER IN EACH HAND, KEEP SMALL CHILDREN AWAY.

TILT AND LIFT COVER OF HOT PANS AWAY FROM YOU TO PREVENT BURNS FROM THE STEAM.



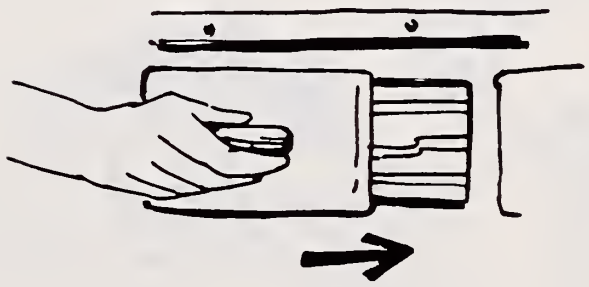
WHEN CUTTING FOOD, ALWAYS CUT AWAY FROM YOURSELF.

WET HANDS ARE SLIPPERY, DRY YOUR HANDS BEFORE HANDLING EQUIPMENT.



PLUG IN AND DISCONNECT ELECTRIC APPLIANCES WITH DRY HANDS.

TO AVOID SLIPPING OR FALLING, WIPE UP SPILLS ON THE FLOOR RIGHT AWAY.

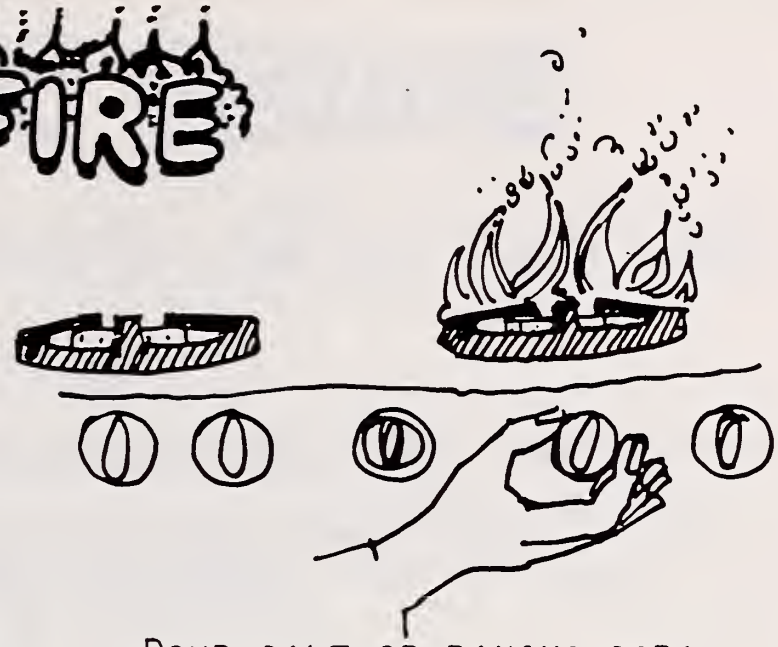


CLOSE CUPBOARD DOORS OR DRAWERS; OPEN ONES CAN CAUSE A NASTY BUMP.

USE A STEP STOOL OR STURDY CHAIR FOR REACHING HIGH SHELVES.

IN CASE OF FIRE

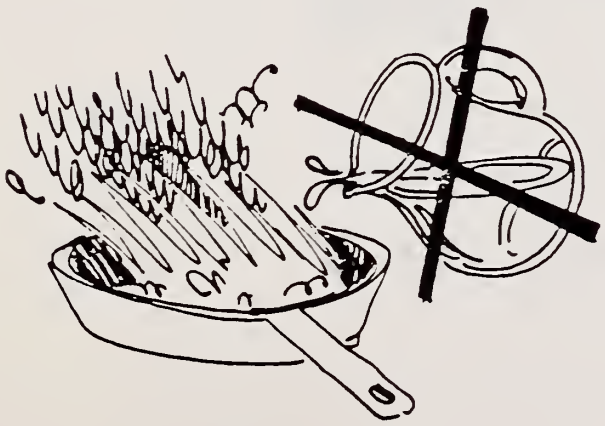
TURN THE STOVE OFF IMMEDIATELY.



COVER PAN WITH LID OR OTHER OBJECT TO SUFFOCATE THE FIRE.

POUR SALT OR BAKING SODA ON THE FIRE.

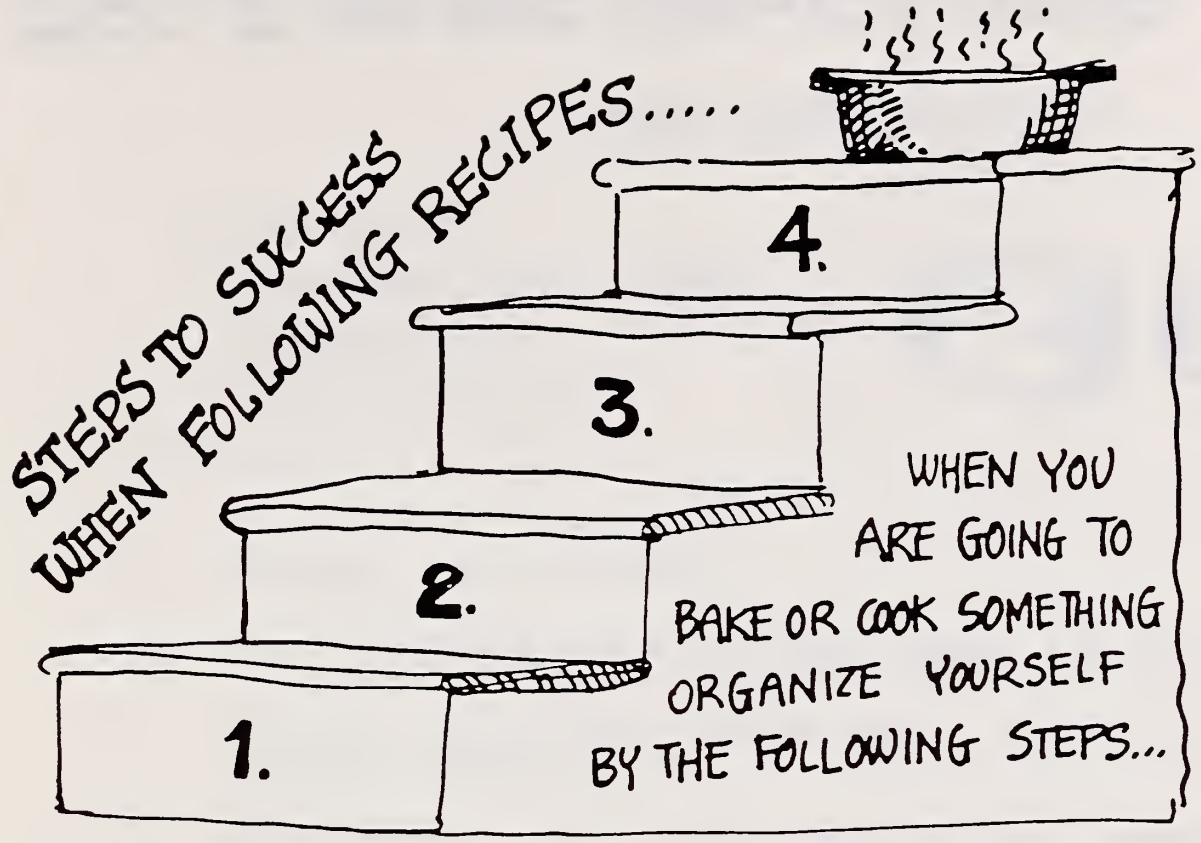
DON'T THROW WATER ON GREASE FIRES.



KEEP MATCHES IN A CLOSED CONTAINER AND IN A SAFE PLACE TO AVOID A FIRE.

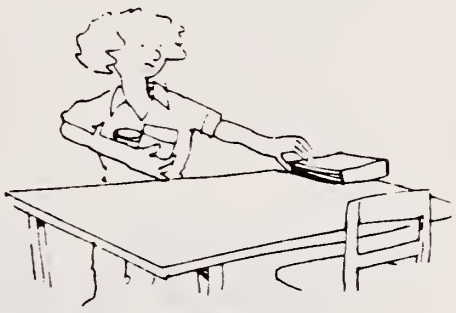
COOKING TERMS

BRAISE:	TO BROWN MEAT IN A SMALL AMOUNT OF FAT, THEN COOK SLOWLY IN A COVERED CONTAINER WITH A SMALL AMOUNT OF LIQUID.
BROIL:	TO COOK BY DIRECT HEAT.
CREAM:	TO WORK ONE OR MORE FOODS UNTIL SOFT AND CREAMY.
CUT:	TO INCORPORATE FAT INTO DRY INGREDIENTS WITH A PASTRY BLENDER OR TWO KNIVES, WITH THE LEAST POSSIBLE AMOUNT OF BLENDING.
DICE:	TO CUT INTO CUBES.
FOLD:	TO TURN OVER AND OVER BY SLIDING TOOL ACROSS BOTTOM OF MIXING BOWL AT EACH TURN.
GRATE:	TO RUB FOODS AGAINST GRATER TO DIVIDE INTO SMALL PARTICLES.
KNEAD:	TO MIX USING A PRESSING MOTION ACCOMPANIED BY FOLDING AND STRETCHING.
MARINATE:	TO ALLOW FOOD TO STAND IN AN OIL AND ACID MIXTURE.
MINCE:	TO CUT OR CHOP INTO VERY SMALL PIECES.
PARBOIL:	TO BOIL UNTIL PARTIALLY COOKED.
POACH:	TO COOK FOOD BY SLIPPING IT INTO HOT LIQUID.
ROAST:	TO BAKE.
SAUTE:	TO COOK IN A SMALL AMOUNT OF FAT.
SIMMER:	TO COOK IN LIQUID BELOW THE BOILING POINT. A LIQUID IS SIMMERING WHEN BUBBLES FORM SLOWLY AND BREAK JUST BELOW THE SURFACE, ABOUT 185°F (85°C).
STEAM:	TO COOK IN STEAM, WITH OR WITHOUT PRESSURE.
STIR:	TO MIX WITH A CIRCULAR MOTION.
WHIP:	TO BEAT RAPIDLY TO INCORPORATE AIR.



STEP 1 READ OVER THE RECIPE TO MAKE SURE THAT YOU HAVE ALL THE INGREDIENTS AND EQUIPMENT YOU WILL NEED <u>AND</u> ENOUGH TIME TO PREPARE THE RECIPE.

STEP 2 CLEAR A WORK AREA.



STEP 3 SET OUT ALL OF THE INGREDIENCE LISTED IN THE RECIPE.

PLACE ALL OF THE EQUIPMENT NEEDED IN THE WORK AREA.

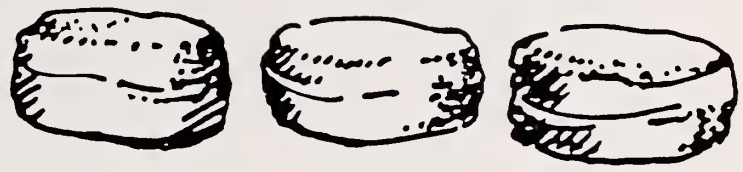
SET OUT THE COOKING OR BAKING PANS; PREPARE PANS AS DESCRIBED IN THE RECIPE. PREHEAT OVEN IF NEEDED.

STEP 4 PREARE THE RECIPE AS DESCRIBED.

ENJOY

LET'S MAKE SOMETHING SIMPLE

BAKING POWDER BISCUITS



2 CUPS FLOUR
3 TEASPOONS BAKING POWDER
1 TEASPOON SALT
5 TABLESPOONS FAT
3/4 CUP MILK

1. PREHEAT OVEN TO 425°F.
2. SIFT TOGETHER FLOUR, BAKING POWDER AND SALT IN A BOWL.
3. CUT FAT INTO FLOUR MIXTURE UNTIL MIXTURE RESEMBLES COARSE CORNMEAL.
4. ADD THE MILK ALL AT ONCE MIXING UNTIL PRODUCT LEAVES SIDES OF BOWL. DOUGH WILL BE SOFT.
5. TURN DOUGH ONTO LIGHTLY FLOURED BOARD AND KNEAD (FOLD OVER AND OVER) ABOUT 20 TIMES UNTIL DOUGH IS SMOOTH. SHAPE INTO A BALL. PAT OR ROLL LIGHTLY UNTIL 1/2 TO 3/4 INCH IN THICKNESS. CUT OUT BISCUITS WITH FLOURED CUTTER.
6. BAKE AT 425°F. FOR 12-15 MINUTES.

YIELD: 15 BISCUITS

DROP BISCUITS

USE SAME RECIPE AS BAKING POWDER BISCUITS. ADD ABOUT 1/4 CUP MORE MILK TO MAKE BATTER STICKY. DROP BY SPOONFULS 1 INCH APART ON OILED BAKING SHEET. BAKE 12-15 MINUTES.

YIELD: 15-20 BISCUITS

Ad Industries North Hollywood 765-4200

BREAKFAST BONANZA
Center #3 Part A

Dear Leader,

Ready to eat cereals are breakfast favorites. But deciding which cereals are the best nutritional values for your family is difficult. What clues about sugar do these 7 cereal boxes give you? Which cereals do you think contain the most sugar? The least sugar? Check your answers.

If you would like more information about sugar on food labels, read the sheet titled **SUGARS**.

BREAKFAST BONANZA
Center #3 Part A Answers

SUGAR CONTENT IN KELLOGG CEREALS**

	Calories as sugar
Cheerios	3%
Special K	5%
Product 19	10%
All Bran	19%
Raisin Bran	29%
Frosted Flakes	41%
Corn Pops	46%

Cheerios has the lowest sugar content, the Corn Pops the highest.

If you would like more information about breakfast cereals for your family, please help yourself to a copy of the handout, RATINGS: BREAKFAST CEREALS.

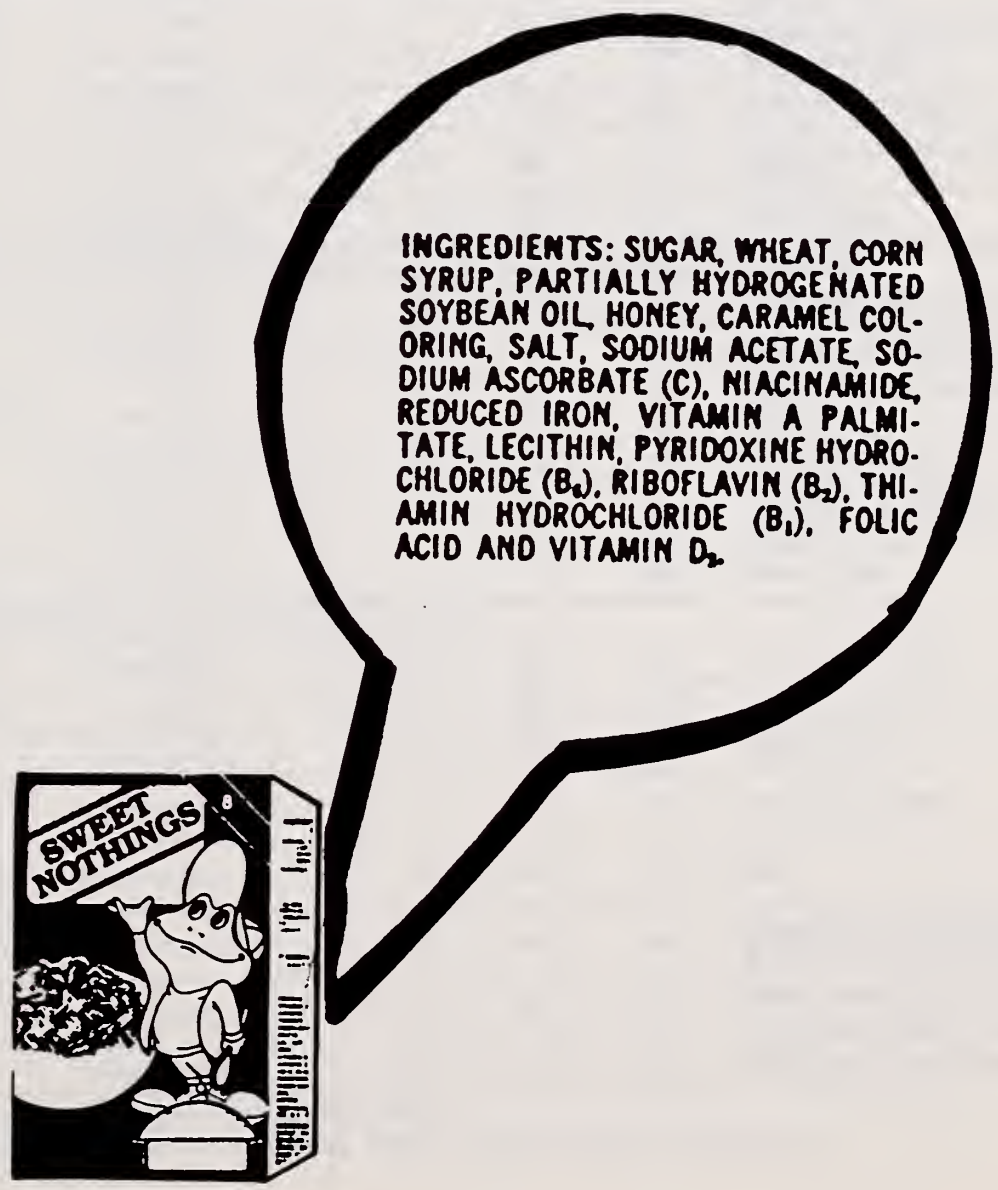
**PLEASE NOTE THAT OTHER BRANDS OF THE SAME CEREAL HAVE DIFFERENT SUGAR CONTENTS.

BREAKFAST BONANZA
Center #3 Part A Reference Sheet

SUGARS

California law does not require that food manufacturers post total sugar content (% sugar) nor the information to calculate it, on the food label. That is why this activity is confusing. It is confusing for everyone.

The law does require that ingredients be listed in descending order by weight. Each sugar (sucrose, honey, high fructose corn syrup, corn syrup, glucose, etc.) is listed separately by weight. Total sugar content is not found on these boxes. Nor can you calculate the sugar content from the information on these labels.



Brand and name	Manufacturer	Mfr. suggested serving size (and wt.)	Cost per serving	Percent sugars [1]	Sodium [1]	Calories	Major components as given by mfr.
				Per serving			
PRODUCT 19	Kellogg	¾ cup (1 oz.)	9¢	10%	250 mg.	106	Milled corn, oat and wheat flours, rice, defatted wheat germ
RAISIN BRAN	General Foods (Post)	⅔ cup (1 oz.)	6	30	170	95	Wheat and wheat bran
RICE KRISPIES	Kellogg	1 cup (1 oz.)	7	7	330	106	Milled rice
SUGAR CORN POPS	Kellogg	1 cup (1 oz.)	10	46	90	109	Puffed milled corn
SUGAR FROSTED FLAKES	Kellogg	⅔ cup (1 oz.)	7	41	170	108	Milled corn
TOTAL	General Mills	1 cup (1 oz.)	10	8	340	103	Whole wheat
TRIX	General Mills	1 cup (1 oz.)	11	36	180	109	Degermed yellow corn meal, oat flour, wheat starch
Hot cereals							
■ *The following cereals were judged best in nutritional quality. Listed alphabetically.*							
INSTANT CREAM OF WHEAT	Nabisco	2½ tbsp. (1 oz.)	4	5	3	104	Farina, wheat germ
INSTANT QUAKER OATMEAL (artificial maple and brown-sugar flavors)	Quaker Oats	Packet (1½ oz.)	11	31	200	165	Processed rolled oats
INSTANT QUAKER OATMEAL (regular flavor)	Quaker Oats	Packet (1 oz.)	9	3	201	107	Processed rolled oats
INSTANT GRITS	Quaker Oats	Packet (⅞ oz.)	6	4	269	82	Processed degerminated white corn grits
MAYPO 30-SECOND OATMEAL (artificial maple flavor)	Standard Milling	¾ cup (1 oz.)	6	11	2	111	Rolled oats, rye and wheat flours
MIX 'N EAT CREAM OF WHEAT (artificial maple and brown-sugar flavors)	Nabisco	Packet (1¼ oz.)	11	29	170	131	Farina, hydrolyzed corn cereal solids, wheat germ
MIX 'N EAT CREAM OF WHEAT (regular flavor)	Nabisco	Packet (1 oz.)	8	8	198	103	Farina, hydrolyzed corn cereal solids, wheat germ
QUICK CREAM OF WHEAT	Nabisco	2½ tbsp. (1 oz.)	4	5	99	102	Farina, wheat germ
■ *The following cereals were judged significantly lower in nutritional quality than those preceding. Listed alphabetically.*							
A&P QUICK OATS	A&P	⅓ cup (1 oz.)	3	4	7	111	Rolled oats
BRAN'NOLA	Oroweat Foods	¼ cup (1 oz.)	4	5	10	104	Wheat, oats, wheat bran, rye, corn meal, flax seed, psyllium seed
CREAM OF RICE	Grocery Store Products	3 tbsp. (7/10 oz.)	5	3	5	97	Granulated rice
FARINA	Pillsbury	2 tbsp. (¾ oz.)	3	3	1	79	Enriched farina
QUICK GRITS	Quaker Oats	3 tbsp. (1 oz.)	3	1	2	105	White hominy grits
INSTANT H-O OATMEAL (artificial maple and brown sugar flavors)	Best Foods/CPC International	Packet (1½ oz.)	11	32	204	169	Instant oat flakes
INSTANT H-O OATMEAL (regular flavor)	Best Foods/CPC International	Packet (1 oz.)	9	4	147	109	Processed rolled oats, defatted wheat germ
INSTANT RALSTON	Ralston Purina	¾ cup (1 oz.)	4	6	3	103	Whole wheat, wheat germ
MALTEX	Standard Milling	¼ cup (1 oz.)	4	11	6	105	Toasted wheat flakes, rye and wheat flours
OLD FASHIONED QUAKER OATS	Quaker Oats	⅓ cup (1 oz.)	4	3	3	111	Rolled oats
QUICK QUAKER OATS	Quaker Oats	⅓ cup (1 oz.)	3	3	6	111	Rolled oats
REGULAR CREAM OF WHEAT	Nabisco	2½ tbsp. (1 oz.)	3	5	4	105	Farina, wheat germ
ROMAN MEAL INSTANT CEREAL	Roman Meal	⅓ cup (1 1/10 oz.)	4	7	3	113	Wheat, rye, bran, defatted flax seed
SAFEWAY QUICK OATS	Safeway	⅓ cup (1 oz.)	3	3	1	109	Quick oats
3-MINUTE BRAND QUICK OATS	National Oats	⅓ cup (1 oz.)	4	3	5	109	Rolled oats
WHEATENA	Standard Milling	¼ cup (1 oz.)	4	4	5	107	Toasted wheat
WHOLE WHEAT HOT NATURAL CEREAL	Quaker Oats	⅓ cup (1 oz.)	4	4	3	103	Rolled whole wheat

WHAT IS YOUR SHOPPING I. Q.?
Center 4 Part B

Dear Leader,

You have a beginning 4-H group (or a classroom of 30 youngsters). Read page 14 and 15 in FIT IT ALL TOGETHER Activity Booklet. This section is called GREAT THINGS FROM GRAIN. You would like the youngsters to prepare the Tasty Tuna Treat recipe. Of the three cans of tuna on the table which contains the least fat and calories? Which would you buy for this recipe? Check your answers.

If you would like more information, read page 88, FIT IT ALL TOGETHER Unit 3.

WHAT IS YOUR SHOPPING I. Q.?
Center #4 Part B Answer

Answer: Tuna packed in water. Only 1% of this tuna is fat (by weight). 21% of tuna packed in oil is fat (by weight).

The Eaters' Almanac ***Test Your Shopping I.Q*** has lots of food ideas for "shopping right and light". Please take one if you would like additional reading.

WHAT IS YOUR SHOPPING I. Q.?
Center #4 Part C

Dear Leader,

Before you begin the recipe Tasty Tuna Treat on page 15, FIT 1T ALL TOGETHER, review HOW TO: CHOP VEGETABLES on the same page. Practice chopping the lettuce and tomato. Now you are ready to make the recipe.

Buying guide: the best vegetable oils

A tablespoon of oil here and there may not seem like a big deal, but vegetable oils account largely for a major shift in American eating habits over the last 20 years. These oils are simply fat in liquid form. While we have cut back on animal fats, we now consume about 50% more vegetable oil than we did in 1967—in our cooking oils, margarines, baked goods, fried foods, mayonnaise, and salad dressings. Our *total* fat consumption has, as a result, risen slightly.

But, you ask, what's wrong with that? Aren't vegetable oils polyunsaturated, and aren't polyunsaturated fats good for us? It depends. Nutritionists agree that we should increase the ratio of polyunsaturated/saturated fats in our diet to help lower blood cholesterol levels and thus reduce the risk of heart disease. Moreover, recent research suggests that *mono*unsaturated fats—abundant in olive oil and Puritan's new canola oil—are almost as effective in lowering cholesterol. In sum, most experts recommend that no more than 30% of our daily calories come from fat: of that, no more than 10% should come from saturated fats; the remaining 20% should therefore be polyunsaturated and monounsaturated fats.

Another complication: no vegetable oil is 100% polyunsaturated or monounsaturated. Corn, soybean, safflower, and other kinds of oil all contain some saturated fatty acids. In fact, coconut and palm kernel oil actually contain a higher percentage of saturated fatty acids than animal fats do.

Do you know which type of vegetable oil is in the cooking or salad oil you buy? Many shoppers do not, according to a recent survey by the National Sunflower Association. Price and brand loyalty were found to be key considerations, rather than the type of oil. Shoppers also reported that they were attracted to their brand because of its low cholesterol content. They were apparently unaware that no vegetable product contains cholesterol, which is found only in animal products.

Consumers are even less aware of the type of "invisible" oil in processed foods such as crackers, cakes, frozen dinners, snack foods—even nondairy creamers. These often contain highly saturated coconut or palm kernel oil.

The chart below lists the breakdown of fatty acids in various oils. All oils contain about 14 grams of fat and 120 calories per tablespoon, plus a fair amount of vitamin E. The higher the ratio of unsaturated/saturated fatty acids, the more healthful the oil. This doesn't mean that you should merely add unsaturated oils to your diet. The trick is to cut down on *all* fats. But when you do eat fat, opt for foods that have as little saturated fat as possible.

Oil tips

1. Read labels on store-bought foods and avoid those containing coconut or palm kernel oil, which have a long shelf life but are highly saturated. Also avoid foods containing hydrogenated oils, since hydrogenation makes fat more saturated.

2. Heat cooking oil before adding food. Since the food will cook faster, it will have less time to absorb the oil.

3. Stir-fry vegetables and meat (cut up in small pieces). This way you can cook food faster and with very little oil.

4. Use nonstick pans when possible.

5. You can coat a pan with just half a teaspoon of oil if you spread it with a pastry brush. Or you can use a spray-on vegetable oil, such as Pam.

6. Make your own salad dressing, using two parts highly unsaturated oil to one part vinegar or lemon juice. Add fresh or dried herbs or mustard (dried or prepared).

TYPE	FATTY ACID CONTENT POLYUNSATURATED (%)	MONOUNSATURATED (%)	SATURATED (%)	UNSATURATED/ SATURATED FAT RATIO	COMMENT
Canola	32	62	6	15.7:1	Best fatty acid ratio.
Safflower	75	12	9	9.6:1	Highest in polyunsaturates.
Sunflower	66	20	10	8.6:1	Sometimes used in place of olive oil, but blander.
Corn	59	24	13	6.4:1	Heavy taste. Often used for deep frying.
Soybean	59	23	14	5.9:1	Most commonly used oil—in baked goods, salad dressings, margarine, mayonnaise.
Olive	9	72	14	5.8:1	Highest in monounsaturated fat. Expensive.
Peanut	32	46	17	4.6:1	More pronounced flavor than most oils.
Sesame seed	40	40	18	4.4:1	Used in Oriental and Middle Eastern cooking. Flavorful.
Cottonseed	52	18	26	2.7:1	Comparatively high in saturated fat. Used in processed foods and salad dressings.
Palm kernel	2	10	80	0.2:1	The only vegetable oils high in saturated fat. Used in baked goods and candies.
Coconut	2	6	87	0.1:1	

Note: Other substances, such as water and vitamins, make up the total composition (100%).

Foods for Health

EATERS' ALMANAC

PRICE: FREE

hooray for margarine... but which kind?

3 IMPORTANT FAT FACTS!

weighing the facts Heart Health:

A lot of scientific evidence points to the benefits of your family eating foods low in saturated fats, cholesterol and calories.

1. Eating foods low in saturated fats and cholesterol safely lowers blood cholesterol.
2. People with low blood cholesterol have less chance of getting coronary heart disease than people with high cholesterol levels.
3. People who have high blood cholesterol and who reduce it also reduce their risk of having a heart attack.
4. Overweight is related to heart disease. Eating less fat is one way your family can reduce calories.

Consider what we know. Then YOU DECIDE whether to change some of the food you buy for your family.

how the Almanacs can help

In this Almanac we're featuring fats and oils. But foods are a mixture of dozens of nutrients — protein, carbohydrates, fats, vitamins and minerals. No one food or group of foods **alone** *affects your health. Foods work together, so* **all** *the food you eat counts.*

A GOOD WORD FOR FATS

We all need some fats for good health:

- Fats carry vitamins A, D, E and K into our bodies.
- They keep our skin healthy.
- Fats have "staying power" . . . they keep us from getting hungry right after a meal.

3 important FAT facts...

FACT

Polyunsaturated fats lower blood cholesterol.
They are usually high in liquid vegetable oils. Sunflower, safflower, corn, soybean and cottonseed oils are good examples. Olive and peanut oils are not very high in polyunsaturates.

FACT

Saturated fats raise your blood cholesterol.

High in saturated fats:
beef, pork, lamb; whole milk products and butter; many solid and hydrogenated (saturated) vegetable shortenings; coconut, coconut oil and palm oil (often used in commercial baked goods)

Low in saturated fats:
fish, chicken (without the skin); lean meats; low fat and skim milk products; liquid vegetable oils and "soft" margarines

Very low in saturated fats:
most foods from plants—like fruits (except coconut), vegetables, grain and cereal

FACT

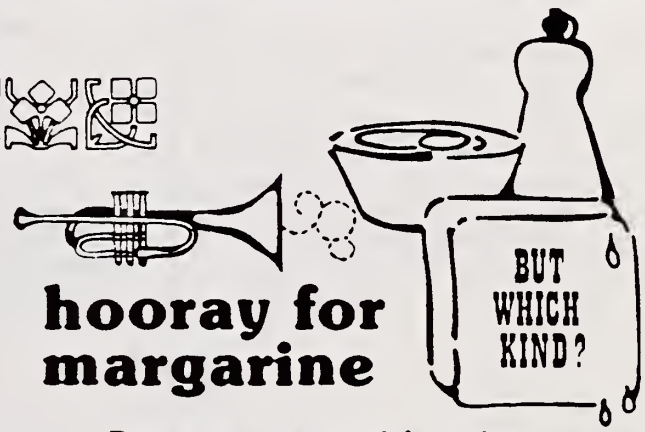
All fats have more than TWICE as many calories as proteins or carbohydrates (sugar and starches.)
One ounce of protein has about 113 calories (carbohydrates are the same.) But one ounce of fat has 255 calories.

OILS & FATS:
It's the *difference* that counts

Type of Oil or Fat	Percent Polyunsaturated Fat	Percent Saturated Fat
Safflower Oil	74%	9%
Sunflower Oil	64%	10%
Corn Oil	58%	13%
Average Vegetable Oil (soybean plus cottonseed)	40%	13%
Peanut Oil	30%	19%
Chicken Fat (Schmaltz)	26%	29%
Olive Oil	9%	14%
Average Vegetable Shortening	20%	32%
Lard	12%	40%
Beef Fat	4%	48%
Butter	4%	61%
Palm Oil	2%	81%
Coconut Oil	2%	86%

*All fats and oils are equally **high in calories,** so see how little you can use. When you do use fats and oils, choose those HIGH IN POLYUNSATURATED FATS—the ones at the top of the chart.*

The copy in this pamphlet was originally developed as part of a pilot program jointly conducted by the National Heart, Lung, and Blood Institute, a part of the National Institutes of Health, Bethesda, MD and Giant Food, Inc., Washington, D.C.



hooray for margarine

Butter is an animal fat—that means it's high in saturated fats and cholesterol. This is why a lot of people have switched to margarine.

Problem: Not all margarines are alike! Some help lower your blood cholesterol more than others.

Solution: Try to find a margarine that has at least TWICE AS MUCH POLYUNSATURATED FAT as saturated fat. Look for a nutrition label on the package. (Unfortunately not all margarines list saturated and unsaturated fat.)

FOR EXAMPLE
NUTRITION INFORMATION

Portion Size	1 TBSP (14g)
Portions per container	32
Calories	100
Protein	0g
Carbohydrates	0g
Fat (100% of calories)	11g
POLYUNSATURATED FATS	4g
SATURATED FATS	2g
Cholesterol (0mg per 100g)	0mg

IF A MARGARINE HAS TWICE AS MUCH POLYUNSATURATED FAT AS SATURATED FAT, YOU'VE FOUND WHAT YOU'VE BEEN LOOKING FOR.

D:

baking for your heart's delight ♥♥♥

Most margarines can be easily substituted for butter in baking.

however:

- Diet margarines do not usually cook well since they contain much more water.
- Substituting liquid oils for solid shortenings can be tricky. For best results, try recipes specially made for vegetable oil.

Here are some to give you a good start:

white cake supreme

(12 pieces at 235 calories each, without icing)

- 2¼ C. sifted cake flour
- 1 T. baking powder
- 1¼ C. sugar
- 3 egg whites
- ½ C. oil
- ¾ C. nonfat milk
- 1 tsp. vanilla or 2 tsp. grated lemon rind

Preheat oven to 375° F.

1. *Sift flour, baking powder and ¾ C. sugar*
2. *Beat egg whites until soft peaks form. Add remaining sugar and beat until stiff peaks form.*
3. *Make a well in dry ingredients. Add oil, ½ C. milk and flavoring. Beat 150 strokes (or 1 min. at medium speed). Add remaining milk. Beat again 150 strokes.*
4. *Mix ⅓ of egg mixture with batter. Then fold batter into remaining egg whites*
5. *Turn into 2 lightly oiled (or greased with margarine) 8" layer pans.*
6. *Bake about 30 minutes. Cool 10 minutes, and remove from pans.*

biscuits for your heart's delight

(18 biscuits at 95 calories each)

- 2 C. flour
- 3 tsp. baking powder
- ⅓ C. oil
- ¼ tsp. salt
- ⅔ C. nonfat milk

Preheat oven to 475° F.

1. *Sift flour, baking powder and salt*
2. *Measure oil and milk into cup but don't stir. Add all at once to flour mixture.*
3. *Stir with fork until mixture leaves side of bowl and forms ball. Knead 10 times.*
4. *Roll out (¼" thick) and cut with floured glass or biscuit cutter.*
5. *Bake 10-12 minutes*

pie crust (2 crust pie)

(One-sixth of pie crust at 330 calories, without filling)

- ½ C. oil
- 2 C. flour
- ¼ C. low fat milk or water
- dash of mace or allspice

Sift flour. Measure milk and oil into the same measuring cup. Add to flour. Stir quickly until it leaves the side of the bowl and forms a ball. Divide in half. Roll between waxed paper. Peel off top piece of paper and turn into pie pan. Peel off other piece of paper.

A GOOD PLACE TO START HELPING YOUR HEART

If you're trying to help your family reduce the amount of saturated fats and cholesterol they eat—you can start by ***shifting from butter to a high polyunsaturated margarine and from solid shortening to liquid vegetable oils high in polyunsaturates.***

YOU DECIDE

LABELS, LABELS, LABELS!
Center #5 Part A

Dear Leader.

Read the sections "**On Every Label**" and "**On Nearly Every Label**" on page 24 in the FIT IT ALL TOGETHER Activity Booklet. Copies of page 24 are also available at this center if you prefer to write your answers.

Using the can of V8 Juice, share with your partner (if you have one) the items that must appear on every label. What is an ingredient label and where will you find it? Which products have ingredient labels?

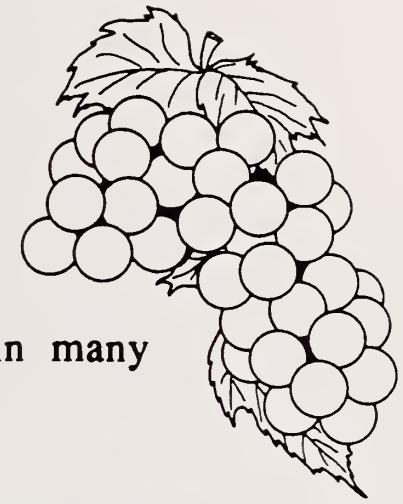
The answers are on page 24.

LABELS, LABELS, LABELS!
Center #5 Part B

Dear Leader,

Find page 35 in the RATE YOUR PLATE Member's Activity Booklet. Complete the activity. From the ingredient lists can you tell which foods are people food and which food is the dog food? The answers are on page 18 in the Leader's Manual.

LABELS, LABELS, LABELS!
CENTER #5 PART C



Dear Leader,

Here are five grape beverage products for sale in many supermarkets. Examine the food labels.

A. Which product is pure juice (no added sugar)?
B. What sources of added sugar do you find in these beverages?
C. Which beverage contains more added sugar and water than juice?

LABELS, LABELS, LABELS!
Center #5 Part C Answers

A. pure juice: Hi-C 100

B. added sugars: sugar, corn syrup, high fructose corn syrup

C. Concord Punch
Hi-C Wild Berry Drink (The ingredient label does not clarify.)
Grape Cranberry Drink
Welch's Orchard Grape Fruit Juice Cocktail (The ingredient label does not clarify.)

If you are satisfied with your label reading abilities or if you are ready for another center, move to any available center in the room. If you would like to learn additional information about food labels, stay here for Part E.

LABELS, LABELS, LABELS!
Center #5 Part D

Dear Leader,

Find the four packages of crackers: AK-mak sesame crackers, raisin grahams, Ritz crackers and Rice cakes.

A. Which box(es) contains whole grain flour?

B. Which box contains crackers made with 3 forms of sugar and 2 sources of sodium?

C Which cracker(s) would be the healthiest snack for your 4-H club meeting?

LABELS, LABELS, LABELS!
Center #5 Part D Answers

A. Ak-mak and Quaker Rice Cakes

B. Honey Maid Raisin Grahams

C. Ak-mak or Quaker Rice Cakes

If you would like more information about food labels, please help yourself to a copy of Eaters' Almanac ***LABELS-Can They Really Help?***

WHAT IS YOUR SHOPPING I. Q.?
Center #4 Part A

Dear Leader,

You are planning a 4-H cooking experience. The recipe calls for fat or oil. Which would you buy to have the least amount of fat or oil.? Which would you buy to have the least amount of saturated fat? Look at the labels of the four choices on the table: butter, saffola oil, Wesson oil and lard. Do they give you any clues? If you would like some help, read the sheet titled ***"Buying Guide: the best vegetable oils"***. Clue: Find the ingredient labels on the bottles of Wesson and Saffola oils. Check your answers with those on the back of the card.

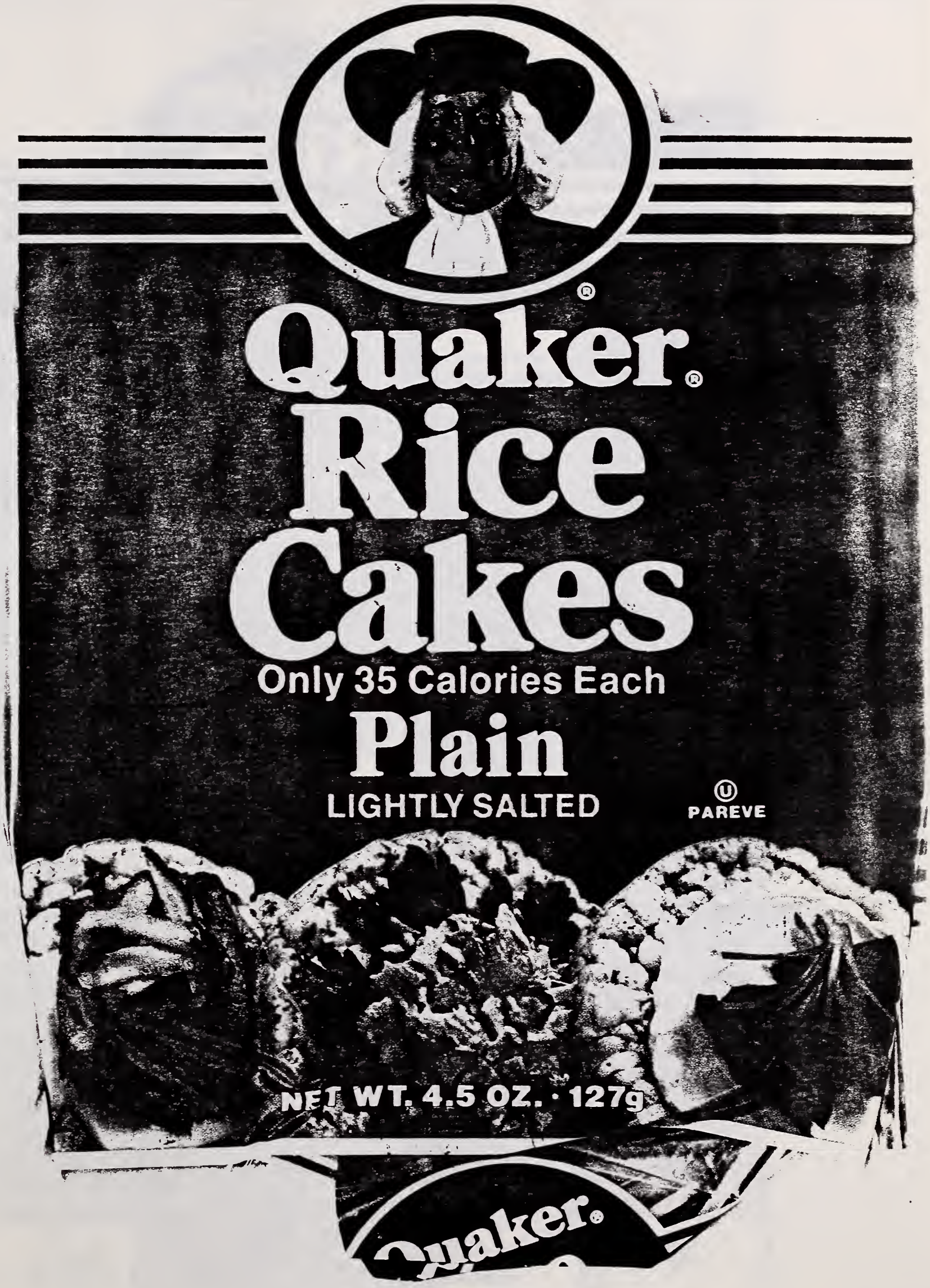
WHAT IS YOUR SHOPPING I.Q.?
Center #4 Part A Answer

In this instance, the labels are not much help. The lard and butter are animal fats and have the highest amount of saturated fat. Saffola is 100% oil which is very high in polyunsaturates and low in saturated fat. The Wesson Oil is 100% soybean oil accordlng to its ingredient label. The Buying Guide shows that soybean oil is relatively high in polyunsaturates.

The butter and lard are not found on the Buying Guide chart because they are animal not vegetable products.

Answer: Safflower oil and 100% vegetable oil are both acceptable. The safflower oil has more polyunsaturates, but is also higher priced. If both of these oils just happened to be the same price in your market, the better buy for your heart would be the safflower oil.

If you would like more information about fats, please help yourself to a copy of Eaters' Almanac ***3 Important Fat Facts.***


Quaker®
Rice
Cakes
Only 35 Calories Each
Plain
LIGHTLY SALTED
Ⓤ
PAREVE
NET WT. 4.5 OZ. · 127g
Quaker®

Quaker® Rice Cakes

Only 35 Calories Each

Now there's a brand new approach to snacking lighter and eating lighter–Quaker Rice Cakes. Each light, crunchy rice cake contains only 35 calories yet will surely satisfy your hunger at mealtime or snacktime.

TRY THESE FAVORITE RECIPES

PB&J: Spread rice cake with peanut butter and your favorite jelly or preserves.

Fruit 'N Yogurt: Top rice cake with plain or vanilla yogurt and slices of your favorite fresh fruit.

The Easy Cheesy: Top rice cake with a slice of your favorite cheese.

Salad Lover's Delight: Top rice cake with your favorite chicken, egg, ham or tuna salad.

TO HEAT WITH ADDED TOPPINGS: Microwave at HIGH 15 to 30 seconds, **or** bake in preheated 400°F oven or toaster oven about 5 minutes.

TO RESTORE CRISPNESS: Bake rice cakes in preheated 200°F oven about 5 minutes. **DO NOT HEAT IN TOASTER.**

INGREDIENTS: WHOLE GRAIN BROWN RICE, SALT.

OUR GUARANTEE: YOUR MONEY BACK IF NOT SATISFIED. JUST SEND THE ENTIRE WRAPPER ALONG WITH AN EXPLANATION OF WHAT YOU DIDN'T LIKE TO CONSUMER RESPONSE—7RC-PS AT ADDRESS BELOW.

NUTRITION INFORMATION: SERVING SIZE, 1 RICE CAKE 9 g; SERVINGS PER CONTAINER, 14; CALORIES, 35; PROTEIN, 1 g; CARBOHYDRATE, 7 g; FAT, 0 g; SODIUM, 35 mg; POTASSIUM, 20 mg; PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (% U.S. RDA): NIACIN, 2. A 9 GRAM SERVING OF PLAIN SALTED CONTAINS LESS THAN 2% U.S. RDA OF PROTEIN, VITAMIN A, VITAMIN C, THIAMINE, CALCIUM, AND IRON. FOR ADDITIONAL NUTRITION INFORMATION, WRITE TO CONSUMER RESPONSE—7RC-PS AT ADDRESS TO THE LEFT.

THE QUAKER OATS COMPANY
CHICAGO, IL 60654 U.S.A.

QUAKER®

RICE CAKES - PLAIN-S

0 30000 16901 8

UPC/PURCHASE SEAL

EASY TAB

NABISCO

RITZ
CRACKERS

PRICE

EASY TAB

INGREDIENTS: Enriched wheat flour (contains niacin, reduced iron, thiamine mononitrate [vitamin B_1], riboflavin [vitamin B_2]), vegetable and animal shortening (partially hydrogenated soybean oil with hydrogenated cottonseed oil, lard), sugar, high fructose corn syrup, salt, leavening (baking soda and calcium phosphate), malted barley flour, and soy lecithin.

NABISCO

RITZ®

CRACKERS

STAY FRESH PACKS

NABISCO BRANDS

East Hanover, N.J. 07936
Made in U.S.A. • Reg. Penna. Dept. Agr.
Local Bakeries... Coast to Coast

For consumer communications, please enclose the top of the package.

NET WT 16 OZ (ONE POUND) 454 grams

BRAND SEAL
16 OZ RITZ CRACKERS
0 44028 0 8

PRICE

FEDERAL

4

TO CLOSE INSERT TAB HERE

LIFT TO OPEN

Everything Tastes Better When it sits on a RITZ...

CHICKEN AND HAM SALAD

Makes 6 servings

½ cup mayonnaise
½ cup dairy sour cream
1 tablespoon prepared mustard
1 tablespoon lemon juice
2 cups diced cooked chicken
2 cups diced cooked ham
1 cup chopped celery
Salad greens
PLANTERS Slivered Almonds, toasted
RITZ Crackers

In large bowl, combine mayonnaise, sour cream, mustard and lemon juice. Mix in chicken, ham and celery. Chill until ready to serve.

Spoon salad onto individual salad plates lined with crisp salad greens. Sprinkle with PLANTERS Slivered Almonds. Serve with RITZ Crackers.

and RITZ adds flavor to your cooking too!

SPINACH STRATA

Makes 6 servings

54 RITZ Crackers
2 (10-ounce) packages frozen chopped spinach, thawed and well-drained
10 ounces Muenster cheese, grated
2½ cups milk
5 eggs
2 tablespoons Dijon-style mustard
½ teaspoon liquid hot pepper seasoning
2 cloves garlic, minced

In 2-quart shallow baking dish, arrange 18 RITZ Crackers in 3 long rows. Combine spinach and 2 cups grated cheese; sprinkle half of mixture over crackers; repeat layers. Top with remaining crackers; sprinkle with remaining cheese.

In medium bowl, beat together milk, eggs, mustard, liquid hot pepper seasoning and garlic. Pour evenly over mixture in baking dish. Refrigerate for 1 hour.

Bake at 350°F for 1 hour or until puffed and golden. Cut into squares to serve.

NABISCO

RITZ CRACKERS

This package is sold by weight, not by volume. Packed as full as practicable by modern automatic equipment, it contains full net weight indicated. If it does not appear full when opened, it is because contents have settled during shipping and handling.

If you have any questions or comments about RITZ Crackers, please call our toll-free number 1-800-932-7800.

C51-586-2V8

4

NABISCO

Honey Maid

RAISIN GRAHAMS

$1.89

PRICE

NABISCO

Honey Maid®

RAISIN GRAHAMS

NABISCO

NEW!

Honey Maid®

RAISIN GRAHAMS

Made with Finely Chopped Raisins

Real Graham Goodness in every delicious bite!

Real graham goodness!

NET WT 16 OZ (1 LB)

C51-520-5V1

79

0 44000 03798 7

BRAND SEAL

16 OZ. HONEY MAID RAISIN GRAHAMS

Honey Maid

PRICE

LIFT TO OPEN

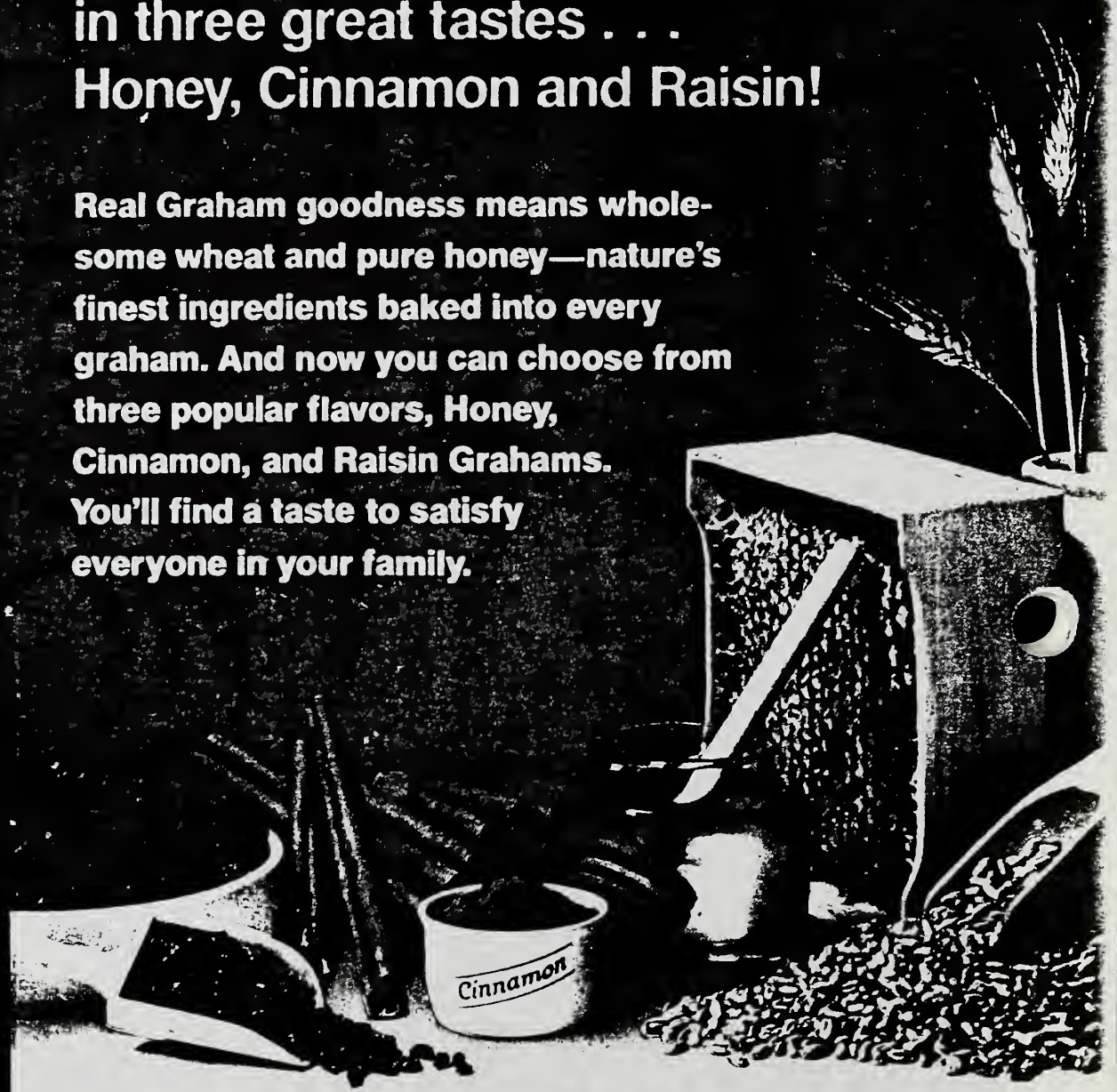
LIFT TO OPEN

NABISCO

Honey Maid
RAISIN GRAHAMS

Enjoy Real Graham Goodness
in three great tastes . . .
Honey, Cinnamon and Raisin!

Real Graham goodness means wholesome wheat and pure honey—nature's finest ingredients baked into every graham. And now you can choose from three popular flavors, Honey, Cinnamon, and Raisin Grahams. You'll find a taste to satisfy everyone in your family.



INGREDIENTS: Enriched wheat flour (contains niacin, reduced iron, thiamine mononitrate [Vitamin B_1], riboflavin [Vitamin B_2]), sugar, raisins, vegetable shortening (partially hydrogenated soybean oil with hydrogenated cottonseed oil), graham flour, honey, high fructose corn syrup, egg whites, leavening (baking soda and calcium phosphate), salt, natural flavor and soy lecithin (emulsifier).

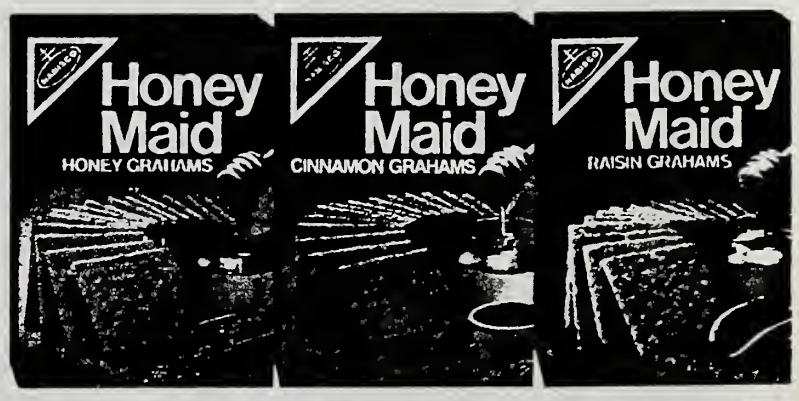
NABISCO BRANDS

EAST HANOVER, N.J. 07936
MADE IN U.S.A.
REG. PENNA. DEPT. AGR.
Local Bakeries . . . Coast to Coast

When writing to us, please copy the code printed on the end flap.

If you have any questions or comments about HONEY MAID Raisin Grahams, please call our toll-free number 1-800-932-7800.

Try all three delicious varieties!



345-4

OPEN OTHER END

Ingredients:

100% Stone Ground Whole of the Wheat flour, water, clover honey, sesame oil (naturally cold pressed - not solvent extracted), dairy butter, sesame seeds, yeast and salt.

Nutrition Information

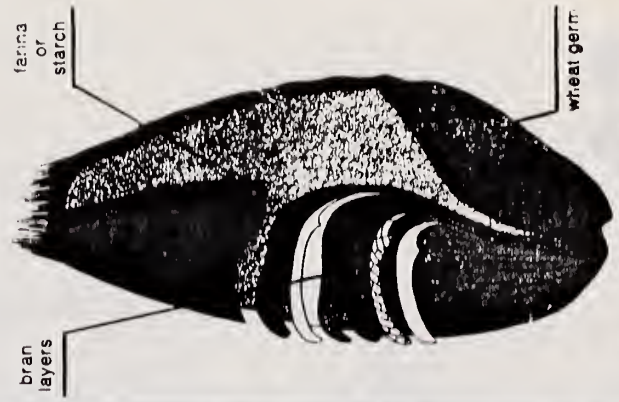
A ONE OUNCE SERVING SUPPLIES THE FOLLOWING PERCENTAGE OF (USRDA)

Nutrition % of USRDA	1 oz contains
VITAMIN A †	14 International Units
VITAMIN C 2%	1.6 mg
THIAMINE 4%	.06 mg
RIBOFLAVIN 2%	.04 mg
NIACIN 4%	1.05 mg
CALCIUM 2%	21.25 mg
IRON 2%	.45 mg
VITAMIN E †	33 International Units
FOLIC ACID 2%	11.90 mcg
PHOSPHORUS 10%	10 gm
IODINE †	.0001 mg
MAGNESIUM 10%	41.09 mg
ZINC 6%	.90 mg
COPPER 4%	.08 mg
BIOTIN †	3.29 mcg
PANTOTHENIC ACID †	.18 mg

† less than 2% of USRDA

TYPICAL NUTRITIONAL COMPOSITION

	% of Total Weight	Amount 1 oz
PROTEIN	16.36%	4.64 gm
FAT	8.23%	2.33 gm
CARBOHYDRATE	66.56%	18.86 gm
CALORIES		117



Longitudinal Section of a Grain of Wheat

REG. PENNA. DEPT. AGR.

9

100% Stone Ground

'Whole of the Wheat' Cracker

1962 Blue Ribbon Winner

1981 Gold Medallion Winner

No Preservatives

No EDB

CALIFORNIA STATE FAIR COUNTIES EXHIBITS FIRST AWARD 1961

California State Fair.

NET WT. 4.75 OZ.

we're the

ak-mak®

Original Sesame Cracker

PRICE

ak-mak

Sesame Cracker

Delicious & Nutritious American Cracker

- 100% Stone Ground Whole of the Wheat Flour.
- 100% Pure Clover Honey.
- 100% Pure Sesame Oil.
- 100% Pure Dairy Butter.

'WHOLE OF THE WHEAT'

100% Stone Ground

Armenian Cracker Bread

From the vicinity of Mt. Ararat... the cradle of civilization and the ancient land made famous by Noah's Ark...ak-mak Bakeries brings you the Original Armenian Cracker Bread—

ak-mak—

the Cracker Bread with a 3,000 year history.

Positively No Preservatives, Bleaches or Bromates in ak-mak Crackers.

Consumers, be Label Detectives. *(one of a series)*

ak-mak is essentially a whole wheat product. Is ak-mak a nutritious cracker? Does ak-mak have any nutritional value for you and your family? We will tell the story as it is and let you and your family decide.

Rice has been, and is, the staple food of the Chinese and other Oriental people for centuries. Corn and beans have been the staple food of the South Americans. Wheat, on the other hand, has been the staple food of the Arme- [illegible] Greeks, [illegible] Land [illegible] [illegible] Bible [illegible] Ist 6, Genesis 42:1&2, and Genesis 43:11. We at ak-mak [illegible] to you a high-protein wheat as well as the highest quality wheat that is available on the American market—without preservatives. This whole wheat is ground into flour in stone mills. The bran, germ, and endosperm are thoroughly blended into a complete whole wheat flour—nothing added, nothing removed.

Wheat grown in soil has a natural balance of vitamins and minerals, as reported in USDA Hand Book No. 8. We do not alter this balance by adding synthetic (or natural) vitamins and minerals to make our ak-mak crackers appear more nutritive. Some companies do—ak-mak bakers do not.

In manufacturing ak-mak, we add clover honey, a very expensive, natural sweetening agent, to the whole wheat flour, rather than sugar, malt, molasses, or corn syrup. To this mixture of whole wheat flour and honey we add oil—cold pressed from sesame seeds; we do not use inexpensive cotton, corn, or soya oils. Only sesame oil is used. To all this we add U.S. Grade AA butter (made from cow's milk), salt, and yeast. This is then topped with high-protein sesame seeds and baked. ak-mak is a delicious cracker bread. If you find this so, then put on your thinking cap and judge if ak-mak has nutritional value for you and your family.

0 71105 00001

Label Detectives, read more facts on other ak-mak cartons.

...since **1893**...*four generations of the Soojian family baking in the U.S.A.*

ak-mak-Ararat *Bakeries, 89 Academy Ave., Sanger, CA 936-57 (209) 875-5511*

'WHOLE OF THE WHEAT'
100% Stone Ground
Armenian Cracker Bread

Sanger, California 936-57

FOR A MEAL OR A SNACK

$157

CHOCOLATE MALT
ARTIFICIALLY FLAVORED

Instant Breakfast

CHOCOLATE MALT
ARTIFICIALLY FLAVORED

INGREDIENTS: NONFAT DRY MILK, SUGAR, DRY MALT SYRUP, COCOA, LACTOSE, HYDROLYZED CEREAL SOLIDS, MAGNESIUM OXIDE, CARRAGEENAN, LECITHIN, ARTIFICIAL MALT FLAVOR, SALT, VANILLIN, SODIUM ASCORBATE, FERROUS FUMARATE, ALPHA TOCOPHERYL ACETATE, NIACINAMIDE, ZINC OXIDE, COPPER GLUCONATE, CALCIUM PANTOTHENATE, VITAMIN A PALMITATE, PYRIDOXINE HYDROCHLORIDE, RIBOFLAVIN PHOSPHATE, THIAMINE MONONITRATE, FOLIC ACID, BIOTIN, POTASSIUM IODIDE, VITAMIN B_{12}.

NUTRITION INFORMATION (PER SERVING)
SERVING SIZE = 1 ENVELOPE
SERVINGS PER CONTAINER = 6 ENVELOPES

	ONE ENVELOPE	ONE ENVELOPE WITH 8 FL OZ VITAMIN D MILK*
CALORIES	130	280
PROTEIN	7 GRAMS	15 GRAMS
CARBOHYDRATE	26 GRAMS	37 GRAMS
FAT	1 GRAM	9 GRAMS
PERCENTAGE OF U S RECOMMENDED DAILY ALLOWANCES (U S RDA)		
PROTEIN	15	35
VITAMIN A	25	30
VITAMIN C	25	30
THIAMINE	25	30
RIBOFLAVIN	25	50
NIACIN	25	25
CALCIUM	20	50
IRON	25	25
VITAMIN D	0	25
VITAMIN E	25	25
VITAMIN B_6	25	30
FOLIC ACID	25	25
VITAMIN B_{12}	25	40
PHOSPHORUS	15	35
IODINE	25	25
MAGNESIUM	25	30
ZINC	25	30
COPPER	25	25
BIOTIN	25	25
PANTOTHENIC ACID	25	30

*VALUES FOR 8 FL. OZ VITAMIN D MILK (3 3% BUTTERFAT) FROM USDA HANDBOOK NO 8-1

DIST BY SAFEWAY STORES INCORPORATED
HEAD OFFICE OAKLAND CALIFORNIA 94660

0 21130 38526 3

Instant Breakfast

LUCERNE®
Instant Breakfast

CHOCOLATE MALT
ARTIFICIALLY FLAVORED

AN EXCITING NEW WAY TO USE MILK

This product contains protein, minerals and vitamins so necessary for good nutrition.* Delicious with meals or as a between-meal snack. Dissolves instantly, mixes easily.

TO USE AS A HOT BEVERAGE: Slowly warm 8 oz. of milk in a sauce pan. Heat to just under the boiling point (do not boil). Stir in one envelope of Lucerne Instant Breakfast.

*See end panel for nutritional analysis.

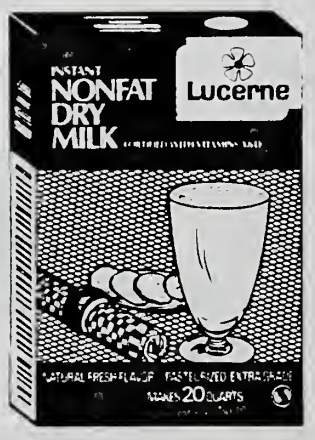
1 Empty envelope into a large glass

2 Add 8 oz. cold milk

3 Stir

DIST. BY SAFEWAY STORES, INCORPORATED • HEAD OFFICE: OAKLAND, CALIFORNIA 94660

ALERT SHOPPERS WILL WANT TO TRY THESE ADDITIONAL LUCERNE PRODUCTS



NONFAT DRY MILK

Fortified with vitamins A & D

Natural fresh flavor

You will like the delicious natural flavor, the extra quality, the extra body in liquefied LUCERNE INST[illegible] Made in the he[illegible] America's dairy[illegible] under rigid controls and inspection, from pure, sweet, pasteurized milk — nothing but the Fat and Water removed.

LUCERNE COFFEE TONE®

For coffee and other hot drinks. LUCERNE COFFEE TONE® dissolves instantly. No need to refrigerate. Convenient, economical — always ready on your shelf!

4

4-0162

BETTY CROCKER COUPONS
GOOD TOWARD
WORTH 4 COUPONS
STAINLESS FLATWARE and CHINAWARE
BETTY CROCKER COOKBOOKS
SILVER PLATE
KITCHEN TOOLS
GOLD PLATE
CUTLERY
For catalog, send 10¢ in stamps for postage and handling to Coupon Gifts, Box 3000 (Minneapolis, Minnesota 55480). Redemption only in U.S. purchaser of product before April 30. Void where prohibited, taxed or regulated.
BREAKFAST SQUARES

Breakfast Squares

207¢

PRICE

207¢

High Protein
Breakfast Squares®

COMPLETE LIGHT MEAL IN 2 FROSTED BARS

8 Ready-to-Eat Bars

NET WT 12 OZ

Breakfast Squares

0 16000 48940

G UPC 48940
H
I GO
J
K

MPD

TO CLOSE
INSERT TAB HERE

20¢

Breakfast Squares

Try our other popular flavors—Butter Pecan, Vanilla and Cinnamon.

Smart eating in this busy world.

For Breakfast—When you're busier than busy, it doesn't pay to skip breakfast. That's where Breakfast Squares come in. They're a quick and nourishing way to start your day.

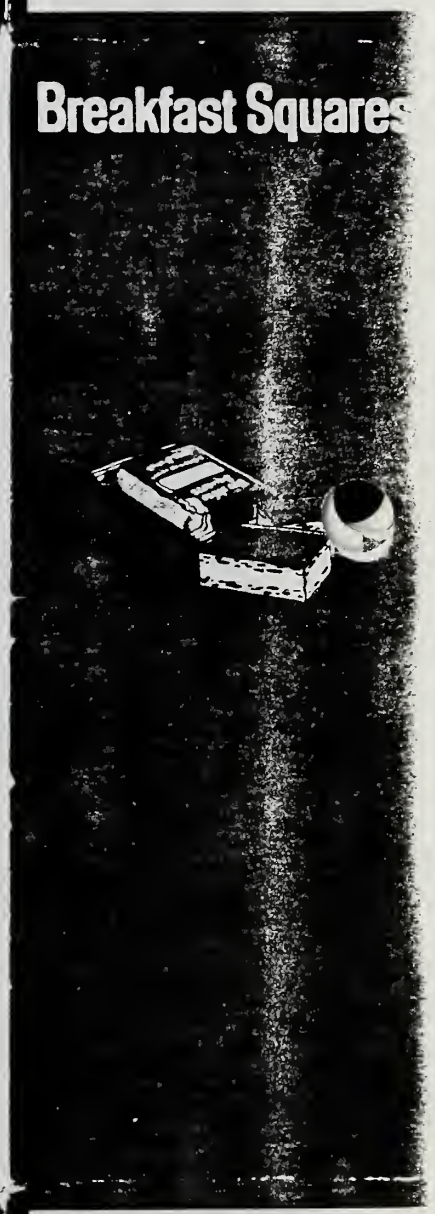
For Lunch — Two Breakfast Squares bars make a complete meal that's light in calories . . . only 190 calories in each bar.

For snacking — Breakfast Squares are great at coffee break, after school, or as an evening snack. There are four great flavors to choose from, all more nutritious than most common snacks.

For wherever you are — Because Breakfast Squares are so portable, they're ideal any time you need a light meal's worth of nutrition. Take them along for camping, boating, or bicycling. The foil pouch keeps them fresh and neat in pocket or purse.

Each two-bar serving of Breakfast Squares supplies 25% of the U.S. RDA now set by the U.S. Government for protein, 10 vitamins, and 5 minerals. Breakfast Squares are a complete light meal . . . ready to eat any time. Enjoy their good nutrition soon.

Breakfast Squares are smart eating in this busy world.



Town House

FROSTED

TOASTER TARTS

6 CHERRY TARTS

Tasty breakfast
or lunch box treats . . .
or between meal snacks.

Serve 'em for dessert
as pastry a la mode.

Try these other
Safeway quality products
Town House Toaster Tarts
- Safeway Cereals
- Lucerne Milk
- Bel Air frozen juices

FROSTED TOASTER TARTS
6 CHERRY TARTS

Town House
FROSTED
TOASTER TARTS
6 CHERRY TARTS

FINEST SAFEWAY QUALITY

0 21130 28208 1

TownHouse

FROSTED

TOASTER TARTS

6 CHERRY

Nutrition information (per serving)		Percentage of U.S. recommended daily allowances (U.S. RDA)	
SERVING SIZE	1 TART	PROTEIN	4%
SERVINGS PER CARTON	6	VITAMIN A	15%
CALORIES	190	VITAMIN C	*
PROTEIN	3 g	THIAMINE	15%
CARBOHYDRATES	36 g	RIBOFLAVIN	15%
FAT	3 g	NIACIN	15%
		CALCIUM	2%
*LESS THAN 2% U.S. RDA		IRON	4%

INGREDIENTS: ENRICHED WHEAT FLOUR (FLOUR, NIACIN, IRON, THIAMINE, RIBOFLAVIN), CORN SYRUP, SUGAR, BEEF FAT PRESERVED WITH BHA OR PARTIALLY HYDROGENATED SOYBEAN OIL, DEXTROSE (CORN SUGAR), CRACKERMEAL, WHEY SOLIDS (FROM MILK), CHERRY PUREE, GLYCERINE (TO RETAIN MOISTNESS), PRECOOKED CORN STARCH, BAKING POWDER (BAKING SODA, SODIUM ALUMINUM PHOSPHATE, MONOCALCIUM PHOSPHATE), SALT, APPLE POWDER, CITRIC ACID (FOR TARTNESS), ARTIFICIAL FLAVOR, WHEAT STARCH, GELATIN, POTASSIUM SORBATE (A PRESERVATIVE), VEGETABLE PROTEIN, NIACINAMIDE, VITAMIN A PALMITATE, ARTIFICIAL COLORS, THIAMINE MONONITRATE (VITAMIN B_1), RIBOFLAVIN (VITAMIN B_2).

TownHouse

FROSTED

TOASTER TARTS

6 CHERRY

FINEST SAFEWAY QUALITY

ALL NEW GRAVY TRAIN®

100% NU[illegible]
COMPLE[illegible]

GUARANTEED ANALYSIS

Crude Protein	not less than 21%
Crude Fat	not less than 6%
Crude Fiber	not more than 6%
Moisture	not more than 12%

NET WT. 10 LB./4.5 KILOGRAMS

INGREDIENTS

Ground Corn, Soybean Meal, Wheat Middlings, Meat and Bone Meal, Ground Wheat, Animal Fat Preserved with BHA, Salt, Wheat Flour, Brewers Dried Yeast, Dried Whey Product, Yeast Extract, Sodium Alginate, Artificial Color, Digest of Beef, Zinc Oxide, Vitamin E Supplement, Vitamin A Supplement, White Pepper, Garlic Extract, Calcium Pantothenate, Vitamin B_{12} Supplement, Vitamin D Supplement, Riboflavin Supplement, Ethylenediamine Dihydriodide.

GENERAL FOODS

GENERAL FOODS CORPORATION
WHITE PLAINS
NY 10625
U.S.A.

the case of the suspicious chili...

Beth has been doing more of the family cooking since her mother started working. Today she plans to prepare chili. Luckily, she remembers to leave the hamburger on the counter to thaw before she leaves for school.

After school, Beth is so anxious to make the chili that she forgets to wash her hands. She fries the meat, onion, celery, and green pepper and then starts to open the can of tomato sauce. The can looks swollen. She opens it anyway and adds the tomato sauce to the chili. She also adds a can of kidney beans and some water. The chili looks so good, Beth tastes it several times with the stirring spoon. By 4:00 p.m. the chili is hot, but not everyone is home. So Beth turns off the burner and leaves the chili on top of the stove. By 7:00 everyone is home and she turns the burner back on to warm the chili. While serving the chili, Beth sees that the cat has something that looks like tomato sauce on its face!

How could Beth improve on food safety?

ANSWERS

Beth could improve food safety by...

1. Washing her hands with hot, soapy water before she touches food.
2. Not defrosting the meat on the kitchen counter. It can be defrosted in the refrigerator or by placing it in a plastic bag and running cold water over it.
3. Not using bulging (swollen) cans. They are usually bulging because bacteria have grown in the food and produced gas which pushes the end of the can out.
4. Not putting the spoon used for tasting back into the food.
5. Not leaving the chili at room or warm temperature.
6. Covering the food and refrigerating it so bacteria will not grow.
7. Protecting the chili from the cat by covering it and refrigerating.

THE REAL THING
Center #6 Part A

Dear Leader,

Find the ingredient labels on the can of COKE and the cartons of milk. How do they compare?

In the RATE YOUR PLATE Activity Booklet, read the SOFT DRINK FIZZLE! on page 3. Check your answers with the Leader's Manual (page 4).

THE REAL THING
Center #6 Part B

Dear Leader,

Take a look at the three comparison cards (for whole milk, skim milk and cola). What information is available on these cards that you cannot find on the can of soda and the cartons of milk?

Check your answers with those on the back of this card.

THE REAL THING
Center #6 part B Answer

The comparison card for cola tells you that one 8 oz. serving is 5% of the recommended daily calorie intake for a girl 15 to 18 years and 4% for a girl, 11 to 14 years. No protein, vitamin A. C, Bl, B2, niacin, calcium nor iron is found in cola. Both milks on the other hand, contain all of the vitamins and minerals listed on the chart and a significant amount of protein. An 8 oz. serving of milk contributes 30% of the recommended allowance for calcium ---a nutrient often found lacking among teenage girls.

Many other answers are acceptable. If you are not certain whether your answers are correct, please ask.

THE REAL THING
Center #6 Part C

Dear Leader.

Take a guess about the number of soft drinks you think your 4-H kids drink. Then turn this card over.

THE REAL THING
Center #6 Part C Answer

The average American drinks 300 cans of soft drink a year. As you probably guessed, teenagers drink more soft drinks than other age groups. Teenage girls drink an average of 450 cans a year. Teenage boys drink on the average an astonishing 600 cans a year.

SUGAR CUBE COUNTDOWN
CENTER #7 PART A

We eat lots of sugar. How much do you think you eat in one day?

a. 0

b. 1/4 cup

c. 1/2 cup

d. 1 cup

Now turn this card over.

SUGAR CUBE COUNTDOWN
CENTER #7 PART A ANSWER

On average, each of us eats about 130 pounds of sugar each year. That is equal to about 7/8 cup of sugar each and every day! That includes all the various kinds of sugar that are added to processed foods by the manufacturer and the table sugar we add to our food.

The typical American teenager eats even more sugar - about 156 pounds in a year.

Two hundred years ago the teenage pioneer didn't eat 2 pounds of sugar in an entire year!

The next activity (Part B) will help you find some of the hidden sugar in your diet.

SUGAR CUBE COUNTDOWN
CENTER #7 PART B

Dear Leader,

Place the 15 food picture cards on the table in front of you.

Look at the first food picture card. Did you eat one of the foods listed or one like it yesterday? If so, turn the card over to find out how many sugar cubes are in that food. Count the correct number of sugar cubes and place them on the plate. Don't forget to increase the number of cubes if you ate more than the serving size listed.

Repeat these steps with the other food picture cards in your stack.

When you are finished, count the sugar cubes on your plate. There are 50 sugar cubes in a cup of sugar. How much did you eat yesterday?

S U G A R	
1/4 cup	12 cubes*
1/2 cup	25 cubes
3/4 cup	37 cubes
1 cup	50 cubes

* 1 cube = 1 teaspoon

SUGAR CUBE COUNTDOWN
CENTER #7 PART C

Dear Leader,

Sugar has many names.

Here are some of the words you find on food labels. Which of these mean SUGAR?

* sugar
* white sugar
* brown sugar
* dextrose
* corn syrup
* invert syrup
* raw sugar
* sucrose
* lactose
* maltose
* fructose
* molasses
* honey

SUGAR CUBE COUNTDOWN
CENTER #7 PART C ANSWER

All of these words mean SUGAR.

SUGAR CUBE COUNTDOWN
CENTER #7 PART D

Dear Leader,

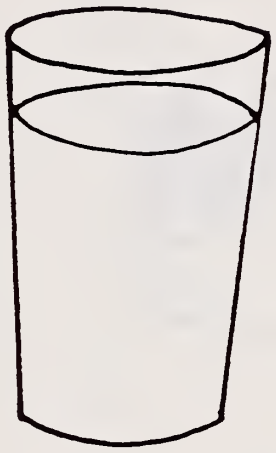
Measuring dry ingredients is another important food preparation skill for beginning 4-H'ers. Review page 12 in FIT IT ALL TOGETHER. Practice measuring dry ingredients using the granulated sugar and flour in this box.

SUGAR CUBE COUNTDOWN
CENTER #7 PART E

The Eaters' Almanac **How Sweet It Is** is about sugar and is available for you to read here or at home. Help yourself to a copy.

SUGAR CUBE COUNTDOWN
CENTER #7 PART B

Directions: Cut out each group of foods with the picture and paste on a 5" by 8" card. You will need 15 cards.

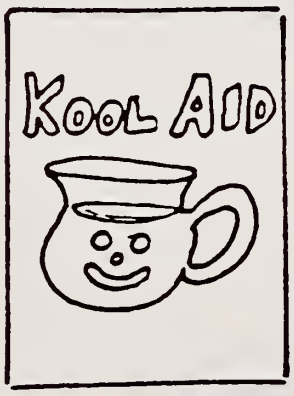


BEVERAGES

water (8 oz)

BEVERAGES

Nestle Chocolate Quik (3 tsp)
Ovaltine Malt (5 tsp)
Nestle Hot Cocoa (3 tsp)
Capri Sun (1 package)



BEVERAGES

Kool-aid (8 oz)
Hawaiian Punch (8 oz)
Hi-C Grape (8 oz)
Tang (8 oz)

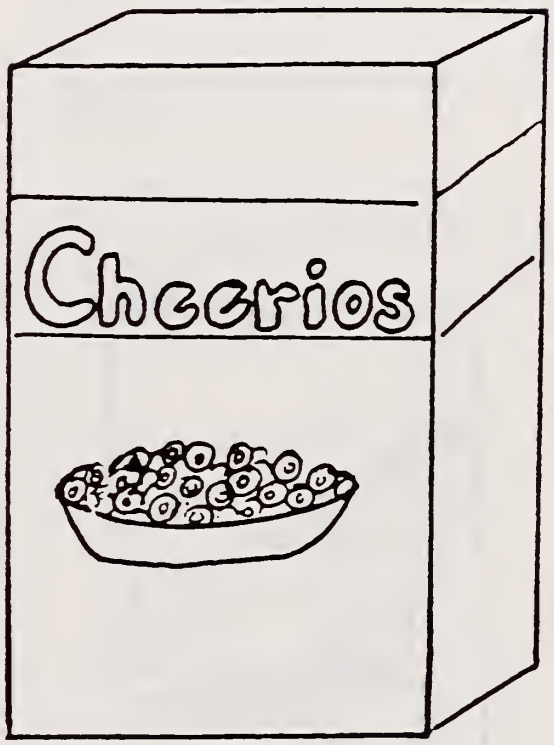
SUGAR CUBE COUNTDOWN
CENTER #7 PART B (CONT.)

BEVERAGES

Coca Cola (12 oz)
Pepsi (12 oz)
Mountain Dew (12 oz)
Sprite (12 oz)

CEREALS

Shredded Wheat (1 oz)
Puffed Wheat (1 oz)
Grapenuts (1 oz)
Cherrios (1 oz)
Kix (1 oz)



CANNED FRUIT

Peaches, heavy syrup (1/2 cup)
Pears, heavy syrup (1/2 cup)
Sweetened applesauce (1/2 cup)

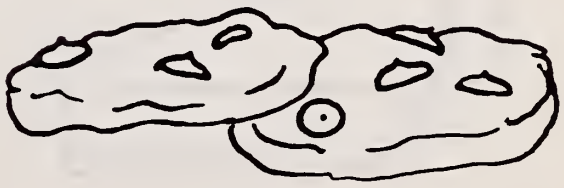
SUGAR CUBE COUNTDOWN
CENTER #7 PART B (CONT.)

CEREALS

Chex, all kinds (3 oz)
Cornflakes (3 oz)
Wheaties (3 oz)
Rice Krispies (3 oz)

CEREALS

Cocoa Krispies (3 oz)
Apple Jacks (o oz)
Super Sugar Crisp (3 oz)
Honey Smacks (3 oz)



COOKIES

Fig Bars (2)
Keebler Elfwich (2)
Keebler Rich'n Chips (2)
Butter cookies (2)
Ginger Snaps (4)

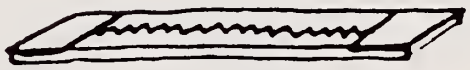
SUGAR CUBE COUNTDOWN
CENTER #7 PART B (CONT.)

CANDY

Hershey's Milk Chocolate
with Almonds (3 oz)
Snickers (3 oz)
Twix (3 oz)
Nature Valley Granola Clusters
3 oz)
Mars (3 oz)
Milky Way (3 oz)

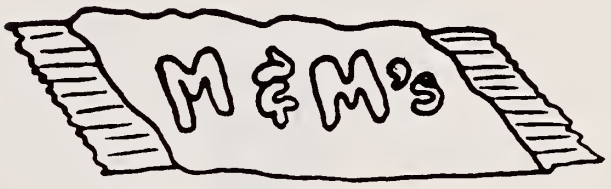
CANDY

Gum (1 stick)
Lifesaver (1)
Starburst fruit chew (1)
Bubble Yum (1/2
Cough drop (1)
Salt water taffy (1)



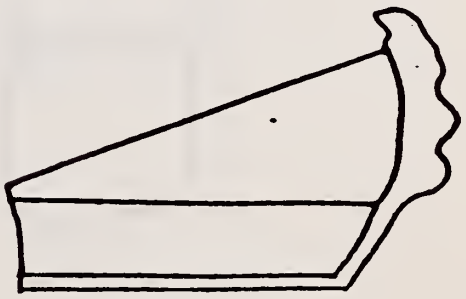
CANDY

M & M's (31)
Reese's Peanut Butter Cup (1)
Peanut M & M's (21)
Marshmallows - large (3)



DESSERTS

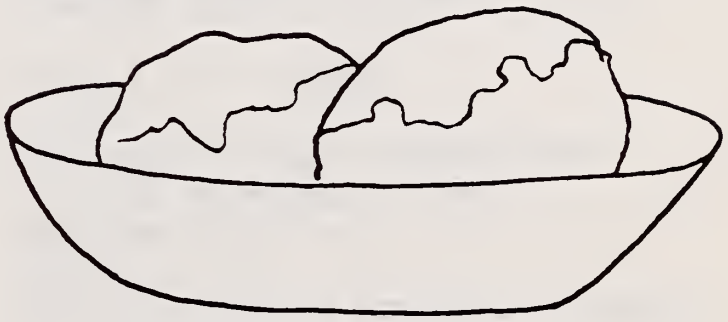
Yellow cake with icing (3 oz)
Chocolate Pie (5 oz)
Thick shake (11 oz)
Lemon Pie (5 oz)
Strawberry Shortcake with
whipped cream (4 oz)



SUGAR CUBE COUNTDOWN
CENTER #7 PART B (CONT.)

CONDIMENTS

Jelly and jam (2 Tbsp)
Maple syrup (2 Tbsp)
Golden Griddle Pancake syrup
(2 Tbsp)



DAIRY DESSERTS

Vanilla Ice Cream (1 cup)
Frozen Yogurt (1 cup)
Lowfat fruit yogurt (1 cup)

CONDIMENTS

French dressing (1 Tbs)
Ketchup (1 Tbsp)
Relish (1 Tbsp)

SUGAR CUBE COUNTDOWN
CENTER #7 PART B ANSWER KEY

16 Picture Food Cards with Sugar Cubes

BEVERAGES (0 sugar cubes)

water (8 oz)

BEVERAGES (5 sugar cubes)

Nestle Chocolate Quik (3 tsp)
Ovaltine Malt (5 tsp)
Nestle Hot Cocoa (3 tsp)
Capri Sun (1 package)

BEVERAGES (7 sugar cubes)

Kool-aid (8 oz)
Hawaiian Punch (8 oz)
Hi-C Grape (8 oz)
Tang (8 oz)

BEVERAGES (10 cubes)

Coca Cola (12 oz)
Pepsi (12 oz)
Mountain Dew (12 oz)
Sprite (12 oz)

CEREALS (0 cubes)

Shredded Wheat (1 oz)
Puffed Wheat (1 oz)
Grapenuts (1 oz)
Cherrios (1 oz)
Kix (1 oz)

CEREALS (1 cubes)

Chex, all kinds (3 oz)
Cornflakes (3 oz)
Wheaties (3 oz)
Rice Krispies (3 oz)

CEREALS (9 cubes)

Cocoa Krispies (3 oz)
Apple Jacks (3 oz)
Super Sugar Crisp (3 oz)
Honey Smacks (3 oz)

DESSERTS (9 cubes)

Yellow cake with icing (3 oz)
Chocolate Pie (5 oz)
Thick shake (11 oz)
Lemon Pie (5 oz)
Strawberry Shortcake with whipped cream (4 oz)

CANNED FRUIT (4 cubes)

Peaches, heavy syrup (1/2 cup)
Pears, heavy syrup (1/2 cup)
Sweetened applesauce (1/2 cup)

DAIRY DESSERTS (6 cubes)

Vanilla Ice Cream (1 cup)
Frozen Yogurt (1 cup)
Lowfat fruit yogurt (1 cup)

CANDY (12 cubes)

Hershey's Milk Chocolate with Almonds (3 oz)
Snickers (3 oz)
Twix (3 oz)
Nature Valley Granola Clusters (3 oz)
Mars (3 oz)
Milky Way (3 oz)

CONDIMENTS (1 cubes)

French dressing (1 Tbsp)
Ketchup (1 Tbsp)
Relish (1 Tbsp)

CONDIMENTS (6 cubes)

Jelly and jam (2 Tbsp)
Maple syrup (2 Tbsp)
Golden Griddle Pancake syrup (2 Tbsp)

SUGAR CUBE COUNTDOWN
CENTER #7 PART B ANSWER KEY

16 Picture Food Cards with Sugar Cubes (Cont.)

CANDY (5 cubes)

M & M's (31)
Reese's Peanut Butter Cup (1)
Peanut M & M's (21)
Marshmallows - large (3)

CANDY (1 cubes)

Gum (1 stick)
Lifesaver (1)
Starburst fruit chew (1)
Bubble Yum (1/2)
Cough drop (1)
Salt water taffy (1)

COOKIES (3 cubes)

Fig Bars (2)
Keebler Elfwich (2)
Keebler Rich 'n Chips (2)
Butter cookies (2)
Ginger Snaps (4)

SUGAR CUBE COUNTDOWN
CENTER #7 PART B

Directions: Cut out each answer and paste to the back of the correct 5"x8" card.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 0
SUGAR CUBES TO YOUR STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 0
SUGAR CUBES TO YOUR
STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 1
SUGAR CUBES TO YOUR
STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 1
SUGAR CUBES TO YOUR
STACK.

SUGAR CUBE COUNTDOWN
CENTER #7 PART B

Directions: Cut out each answer and paste to the back of the correct 5"x8" card.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD __1__
SUGAR CUBES TO YOUR STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD __3__
SUGAR CUBES TO YOUR
STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD __4__
SUGAR CUBES TO YOUR
STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD __5__
SUGAR CUBES TO YOUR
STACK.

SUGAR CUBE COUNTDOWN
CENTER #7 PART B

Directions: Cut out each answer and paste to the back of the correct 5"x8" card.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 5
SUGAR CUBES TO YOUR STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 6
SUGAR CUBES TO YOUR
STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 6
SUGAR CUBES TO YOUR
STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 7
SUGAR CUBES TO YOUR
STACK.

SUGAR CUBE COUNTDOWN
CENTER #7 PART B

Directions: Cut out each answer and paste to the back of the correct 5"x8" card.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 9
SUGAR CUBES TO YOUR STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 9
SUGAR CUBES TO YOUR
STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 10
SUGAR CUBES TO YOUR
STACK.

FOR EACH OF THE FOODS
LISTED ON THE FRONT OF
THE CARD, ADD 12
SUGAR CUBES TO YOUR
STACK.

Foods for Health

EATERS' ALMANAC

PRICE: FREE

TAKE THE SUGAR FACTS QUIZ

how *SWEET* it is!!

TEST YOURSELF ON THE SUGAR FACTS QUIZ...

Circle your answers:

1. Honey is better for you than sugar.
   True False
2. Sugar is a carbohydrate.
   True False
3. Sugar is a source of quick energy.
   True False
4. How many teaspoons of sugar are in a 12 oz. cola drink?
   2 8 14
5. Which of these ingredients mean "sugar?"
   dextrose sucrose corn syrup
6. Which of these contain added sugar?
   catsup orange juice French dressing

ANSWERS

#1 - False

UNREFINED vs REFINED SUGAR. Honey contains fructose, a sweeter sugar digested differently than table sugar. However, these differences have little actual effect since fructose, just like table sugar, ends up as glucose — the food substance your body needs for energy. Unrefined sugars like honey, raw sugar, and turbinado ("washed" raw sugar) have no special benefits. Their mineral content is so low, you would have to consume all your day's calories in sugars to get a significant amount. These sugars provide only sweetness and calories, just like refined (table) sugar.

#2 - True

SIMPLE vs COMPLEX CARBOHYDRATES. Sugars are called simple carbohydrates, and starches — complex carbohydrates. Compared to starches, sugars have a simpler chemical structure. Foods high in sugars and starches are our basic sources of carbohydrates.

#3 - True. . . BUT

SUGAR & QUICK ENERGY. Using sugar as a quick pickup — like eating a candy bar or having a soft drink — will backfire. Your body uses the sugar very rapidly. You'll get a quick pickup and then a quick **letdown**. You can often end up feeling hungrier, as well.

#4 - 8 teaspoons

SUGAR CONTENT. Remember that most of the sugar in our diets is from the sugar in processed foods like soft drinks or baked goods, rather than from naturally sweet foods like apples or oranges.

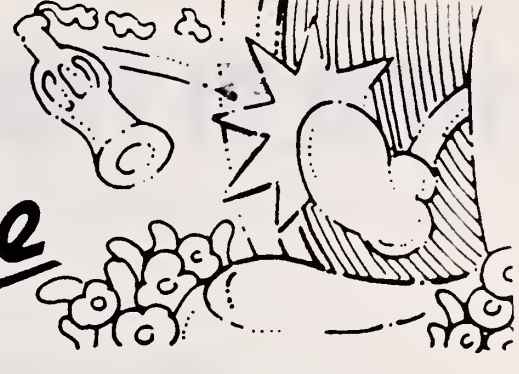
#5 - All three

TERMS FOR SUGAR. Besides dextrose, sucrose, and corn syrup, common label terms include sugar, invert sugar, honey, and molasses. Sucrose, fructose, lactose, maltose, and galactose may also be listed.

#6 - catsup, French dressing

ADDED SUGARS. Look for "sugar" (and its many other names) on the ingredient label. Before you add table sugar to foods, remember that many foods like fruits, vegetables, dairy products, and grains already contain sugar naturally.

Why Care



ABOUT SUGAR IN PROCESSED FOODS?

Most of the sugar we eat comes from processed foods. Sugar in food can provide flavor and texture, hold moisture, and help yeast grow, so breads rise. However

- The same foods are also high in **calories** and can lead to **overweight** which increases your chances for coronary heart disease.
- Filling up on sugary processed foods doesn't leave room for fruits, vegetables, and grains which can give you many essential **vitamins** and **minerals, roughage, energy,** and a **variety** of pleasing tastes.
- Sugar is often found in foods high in **saturated fats** and **cholesterol** — such as pies, cakes, cookies, ice cream, and many snack crackers. CUTTING DOWN ON THESE FOODS HAS A TRIPLE BONUS:
  - LESS CALORIES — to help you watch your weight
  - LESS SATURATED FATS & CHOLESTEROL — to keep your blood cholesterol down
  - LESS CAVITIES—cutting down on sugary foods, especially between meals, means less cavities — a big bonus, especially for children.

a sensible rule...

EAT IN MODERATION

You don't have to give up all your favorite sweets:

- *cut down on portions*
- *push the sugar bowl away (or use a smaller spoon!)*
- *use spices to satisfy tastes*
- *substitute nature's candy — fruit — for desserts and snacks*

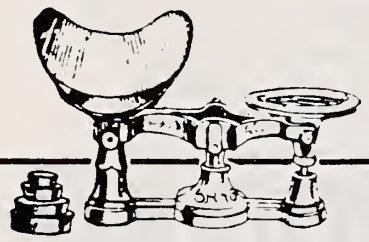
SUGAR & YOUR HEART HEALTH

WE KNOW. . .

- *There is no clear evidence that sugar itself is related to coronary heart disease.*
- *Overweight* **is** *related to heart disease, and eating less fat and* **sugary** *foods is a safe way to reduce calories.*
- *Losing weight can* **reduce** *the effects of other coronary heart disease risk factors* such as high blood pressure and improve your overall health.*
- *Eating foods lower in saturated fats, cholesterol, and calories can also safely lower your family's blood cholesterol. And people with low blood cholesterol have less chance of getting coronary heart disease.*
- *People who have elevated blood cholesterol and who reduce it also reduce their risk of having a heart attack.*

WEIGH THESE FACTS

Then YOU DECIDE whether to change some of the foods you buy and prepare for your family and friends.



IS YOUR CHILD TOO SWEET?

Eating habits begin the first day your child begins to eat. Your child learns good or bad habits from your example. Using sugary foods like candies and baked goods as a reward only encourages your child's tastes for these foods. So it's never too early or too late to help your child get started on a heart healthy track. Here are some tips:

— *TRY NATURE'S CANDY — FRUIT for a pleasing change. Serve fresh, frozen (unsweetened), or canned fruits — packed in fruit juices.*

— *Buy 100% fruit and vegetable juices and lowfat milks, instead of high sugar drinks.*

— *Offer fresh, crunchy vegetables, fresh fruits, and nuts for snacks.*

CUTTING DOWN SUGAR: ADD A LITTLE SPICE TO YOUR LIFE!

Sugar in foods can provide flavor and texture, hold moisture, and help yeast to grow, so breads rise. But you can bake with less sugar and still please your tastes!

- *Experiment by cutting back on sugar in custards, puddings, toppings, muffins, and cookies. Cut back slowly with high rising cakes and yeast breads; they need sugar for texture and height.*
- *Use these spices and flavorings to give your foods interest —* **cinnamon, cardamom, ginger, clove, allspice, pumpkin pie spice, vanilla, almond, or peppermint. (Some of these spices and flavorings do contain small amounts of added sugar, but it won't equal the sugar they replace.)**
- *Try a drop or two of vanilla in your coffee*

A NOTE ABOUT PRESWEETENED BREAKFAST CEREALS

— *Look for sugar on the ingredient label of all cereals. (A few presweetened cereals contain more than 50% sugar.) Food labels list ingredients in order* **by weight.** *The item in the greatest amount is listed first; the item in the least amount is listed last.*

— *Consider a cereal without added sugar such as oatmeal, cream of wheat, shredded wheat, or puffed rice with fresh fruits or fruits canned in fruit juices. Remember: adding a few teaspoons of sugar to a regular cereal can often boost the sugar content to that of a presweetened cereal.*

APPLESAUCE

Makes 4 servings at 60 calories per serving (without sugar)

1 quart peeled, cored and sliced apples (4 medium)
1 teaspoon ground cinnamon or ¼ teaspoon anise seed
¼ C. water
1 T. sugar (optional)

In medium saucepan, combine all ingredients except sugar. Cover and simmer until apples are tender, adding water if needed. Stir in sugar. Press through coarse sieve or food mill. Serve warm.

**Risk factors are those traits, habits, or conditions that can increase your chances for coronary heart disease — such as smoking, high blood pressure, and high blood cholesterol.*

SUGAR SUBSTITUTES

Sugar substitutes or low sugar processed foods are expensive and only necessary for those with special health needs. Substitute foods like fruits and vegetables for high fat, high sugar snacks and desserts. You can save money and get essential nutrients, too.

PARTY FOOD

You needn't give up sweets at parties. Try to choose sweets that are lower in fats and calories.

For children's parties, you can start with a simple meal and then serve small dessert portions. Instead of adding high fat extras like ice cream and rich sauces, try serving fresh fruits as in this recipe:

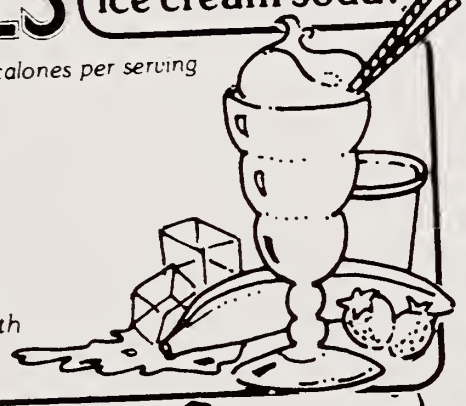
SMOOTHIES

As good as an ice cream soda!

Makes 3 medium servings at 130 calories per serving

- 1 C. plain low fat yogurt
- 1 C. pineapple juice
- 5 strawberries
- 1 banana
- 3 ice cubes

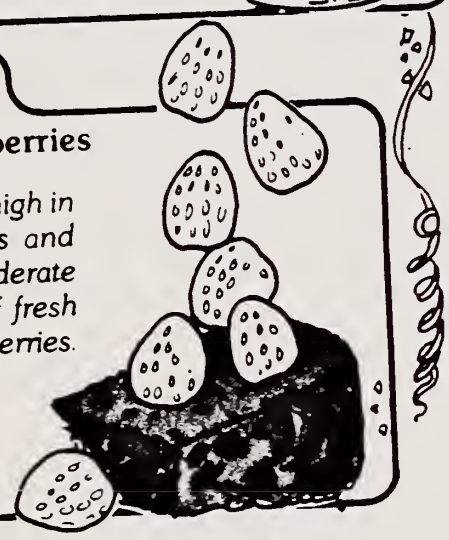
Puree in a blender until smooth and serve in frosty glasses.



ANGEL FOOD

Cake With Fresh Strawberries

Although angel food is high in sugar, it's also lower in fats and calories. Just serve it in moderate portions topped with lots of fresh strawberries.



EVERY LITTLE BITE COUNTS

No one food or group of foods **alone** *affects your health. If you decide to lower the amount of saturated fats, cholesterol, and calories your family eats, here are some guidelines:*

SATURATED FATS RAISE YOUR BLOOD CHOLESTEROL. Saturated fats are high in beef, pork, ham, lamb, butter, cream, ice cream, whole milk, cheese, and in many solid and hydrogenated* vegetable shortenings. To reduce the amount of fat you eat, especially saturated fats: choose lean cuts of meat, substitute fish and poultry (without skin) for meat often, and use low fat or skim dairy products. Fruits, vegetables, cereals, and grains contain very little fat of any kind.

POLYUNSATURATED FATS LOWER YOUR BLOOD CHOLESTEROL. Polyunsaturated fats are high in liquid vegetable oils — such as safflower, sunflower, corn, soybean, sesame seed and cottonseed oils.

CHOLESTEROL IN FOOD ALSO RAISES YOUR BLOOD CHOLESTEROL. Cholesterol is found in all meat, fish, poultry, and other animal products. It is especially high in egg yolks and organ meats (brain, kidney and liver). Fruits, vegetables, cereals, grains and nuts contain no cholesterol!

FOOD PREPARATION TIPS:

Trimming fat, broiling, boiling, roasting and stewing meats help **remove** *fat. And remember to skim fats from cooking liquids.*

***hydrogenated:** hydrogen is added to polyunsaturated liquid vegetable oils generally to harden the fat. This may saturate the fat, but only the product's* **label or manufacturer** *can tell you the amount of polyunsaturated and saturated fats*

The copy in this pamphlet was originally developed as part of a pilot program jointly conducted by the National Heart, Lung, and Blood Institute, a part of the National Institutes of Health, Bethesda, MD and Giant Food, Inc., Washington, D.C.

HOME INVADERS
Center 8 Part A

Dear Leader,

Mishandling food can cause food spoilage and poisoning. Read the flip chart ***Home Invaders***. What information is new to you?

If you wish to read additional information, find the sheets titled *Background Information* and *Keep Foods Safe"*.

HOME INVADERS
Center #8 Part B

Bacteria grows quickly in foods that are kept warm or at room temperature. Some simple precautions are:

- wash hands, counters, and dishes in warm soapy water
- refrigerate leftovers and perishables
- protect foods from insects
- thaw foods in the refrigerator (not on the counter)

This activity includes four stories. In each story, food was mlshandled in at least one way. Assume you are working with a group of 11 year olds. Choose one or more of the stories to share with your group.

HOME INVADERS
Center #8 Part A

BACKGROUND INFORMATION

There are two basic types of food storage: cold storage and room temperature. Freezers and refrigerators are examples of cold storage. Root cellars may also be used to store some foods like potatoes, onions, etc. Cabinets, cupboards, or shelves are used for storage at room temperature.

Perishable foods like meat, poultry, fish, milk, milk products, eggs, fruits, vegetables, and foods containing any of these should be stored in the refrigerator. Refrigerator temperatures should be 32 - 38°F. Crisper areas of the refrigerator are the least cold and should be used for fruits, vegetables, cheeses, or butter/margarine. Refrigerator shelves should not be covered with foil or other coverings as it decreases circulation.

All leftovers or cooked foods should be refrigerated immediately and not "allowed to cool" on the counter.

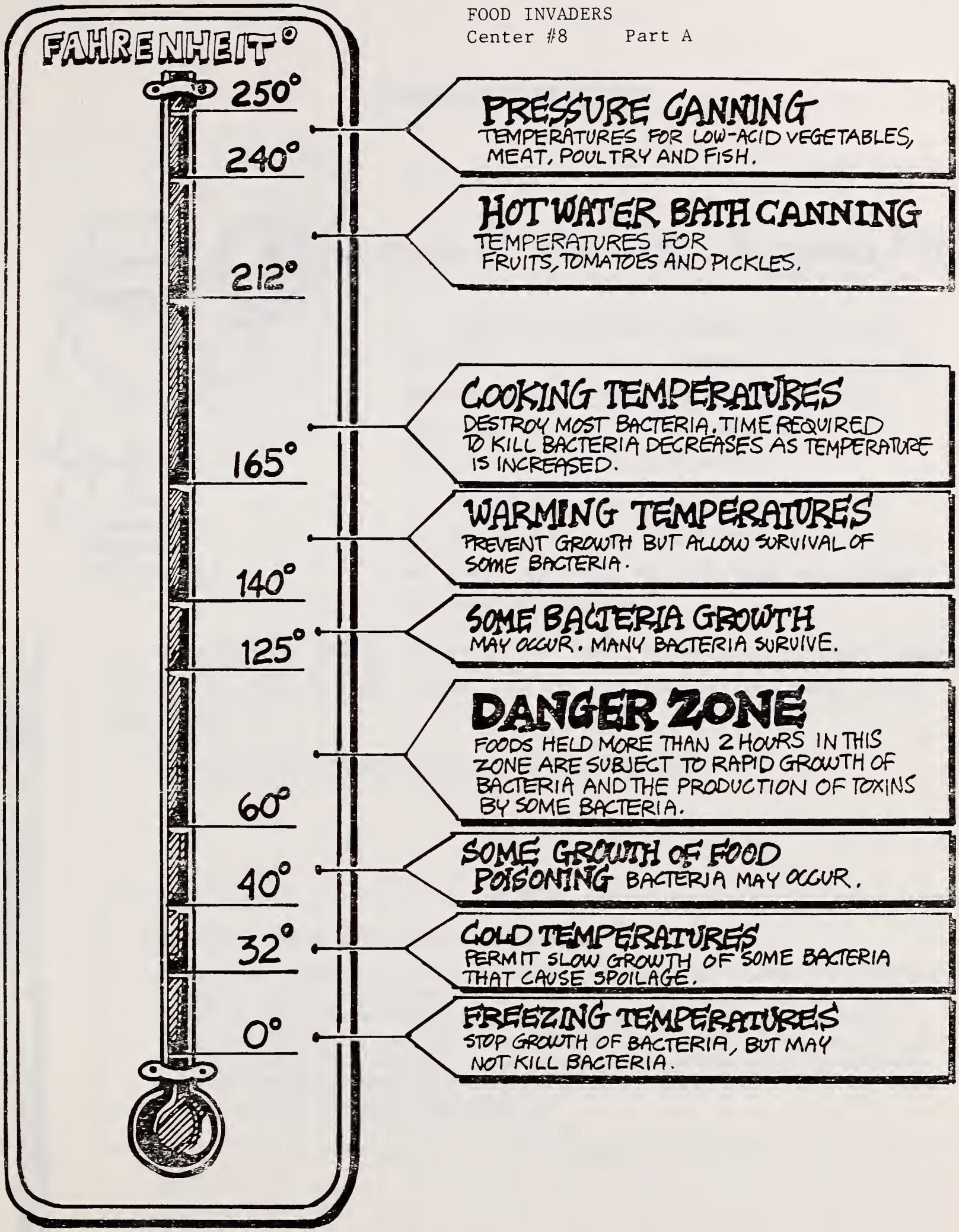
Freezers keep foods at about 0°F. This temperature slows but doesn't stop all bacterial growth. Frozen foods such as meats, should be thawed in the refrigerator, not on the counter as room temperature permits rapid growth of bacteria in meats.

Foods that have thawed should not be refrozen as this increases the amount of bacteria.

Some foods, like grains and canned foods, do not need refrigeration until they are cooked or opened. Cabinets should be kept clean to eliminate insects. Foods stored in cabinets or on shelves should be kept in closed containers.

This lesson is about food safety. The flip chart includes information on how to prevent bacterial growth on foods to prevent food spoilage and waste. Bacteria are microscopic organisms which may cause spoilage or food poisoning if foods are not properly stored. Food poisoning usually occurs because perishable foods are left for a long period of time at room or warm temperatures. Food poisoning may also occur if food has not been cooked properly or if food is not handled properly.

Some examples of poor food handling are: using the same knife and cutting board to cut raw meats and other foods; and, not cleaning hands or counters before food preparation. By following simple precautions, food spoilage and food poisoning can be prevented.



KEEP FOODS SAFE

The case of the long shopping trip...

One hot Saturday afternoon, Michelle and her father went grocery shopping. They put the meat and eggs in their grocery basket first. Then they saw some of their neighbors at the store and stopped to talk awhile.

Michelle and her father had to wait at the checkout line for about 20 minutes. On the way home, they saw a softball game and stopped to watch the last inning.

When Michelle and her father arrived home, it was time for one of their favorite TV shows to start. They left the groceries on the counter while they watched TV.

Are the groceries safe to eat? If not, why not?

ANSWER

Some of the foods may not be safe because...

The meats and dairy foods remained at warm temperatures for several hours. Leaving the food in the car while watching a baseball game and on the kitchen counter while watching TV increased the length of time the foods were at a warm temperature allowing bacteria to grow. After shopping, the foods should have been refrigerated immediately. While shopping, pick up refrigerated and frozen foods last; go home and refrigerate them immediately.

the case of the tummy ache turkey...

Finally it was Thanksgiving and Lucy was glad to have a few days off from school. She decided to watch her mother prepare the turkey. Because her mother knew she would be busy Thanksgiving Day, she decided to stuff the turkey the night before. After stuffing the turkey, she refrigerated it overnight.

The next day, she put the turkey in the oven to bake until it was done, but did not check the dressing to see if it was cooked. After dinner, there was turkey left over, so Lucy's mother put it on the counter so that people could make sandwiches later in the day.

That night Lucy ate two turkey sandwiches. In the middle of the night, Lucy awoke with a stomachache.

Could the stomachache have been caused by the food? Why?

ANSWER

1. The stuffing takes longer to cool and cook if it is inside the turkey because the turkey acts like an overcoat to the stuffing. Stuffing should be cooked and cooled separately from the turkey. Do not stuff a turkey the night before it is cooked.

2. Leaving a turkey on the counter allows bacteria to grow. Meat should be refrigerated immediately after a meal and eaten within two days.

NOTE: A meat thermometer should be used when cooking large pices of meat so you can determine whether the stuffing and inside pieces of meat are completely cooked. If available, show members a meat thermometer and demonstrate how to use and read it.

FOOD SAFETY DETECTIVE

The case of the warm picnic lunch...

John and his family went on a picnic. They packed their lunch in a box early in the morning. John included two of his favorites — turkey sandwiches and chocolate cream pie.

After arriving at the beach, the family became so involved in swimming and playing that they didn't eat lunch until 2:00 p.m.

The next day John felt dizzy and had a stomachache.

Why did John feel sick?

ANSWER

Picnic foods should be stored in a cooler. Chocolate cream pie and turkey sandwiches are favorite places for bacteria if the foods are at room or outdoor summer temperatures. Dizziness and stomachaches are symptoms of food poisoning. It is likely that leaving these types of foods at warm temperatures for more than two hours resulted in growth of bacteria which caused the stomachache and dizziness.

the case of the suspicious chili...

Beth has been doing more of the family cooking since her mother started working. Today she plans to prepare chili. Luckily, she remembers to leave the hamburger on the counter to thaw before she leaves for school.

After school, Beth is so anxious to make the chili that she forgets to wash her hands. She fries the meat, onion, celery, and green pepper and then starts to open the can of tomato sauce. The can looks swollen. She opens it anyway and adds the tomato sauce to the chili. She also adds a can of kidney beans and some water. The chili looks so good, Beth tastes it several times with the stirring spoon. By 4:00 p.m. the chili is hot, but not everyone is home. So Beth turns off the burner and leaves the chili on top of the stove. By 7:00 everyone is home and she turns the burner back on to warm the chili. While serving the chili, Beth sees that the cat has something that looks like tomato sauce on its face!

How could Beth improve on food safety?

ANSWERS

Beth could improve food safety by...

1. Washing her hands with hot, soapy water before she touches food.
2. Not defrosting the meat on the kitchen counter. It can be defrosted in the refrigerator or by placing it in a plastic bag and running cold water over it.
3. Not using bulging (swollen) cans. They are usually bulging because bacteria have grown in the food and produced gas which pushes the end of the can out.
4. Not putting the spoon used for tasting back into the food.
5. Not leaving the chili at room or warm temperature.
6. Covering the food and refrigerating it so bacteria will not grow.
7. Protecting the chili from the cat by covering it and refrigerating.

QUIZ CAPERS
Center #9 Part A

Dear Leader,

Are you a glutton for punishment? If so, try your hand at these nutrition questions.

The correct answers appear on the back along with additional reference information. Check each answer before choosing another card. Place your answers in two piles: correct and incorrect. Then give yourself 1 point for each correct answer.

Food Genius	15 - 19 points
Smart head	14 - 14
Wise guy	5 - 9
Help! Borrow a nutrition book from your library	0 - 4

QUIZ CAPERS
Center 9

The processing of canned and frozen vegetables destroys most of the vitamins and minerals.

TRUE OR FALSE?

FALSE

The vitamins and minerals of frozen and canned vegetables are often equivalent to or sometimes superior to home cooked fresh vegetables. Canned and frozen vegetables are usually processed at their peak of freshness. Often fresh vegetables that are sold in the supermarket are picked prior to peak ripeness in order to be boxed and transported from the field without damage. Processing, especially canning, destroys some of the nutrients. Storing fresh vegetables at the supermarket and at home, overcooking the vegetables or discarding the cooking water will contribute to lowering the nutrient content of home cooked fresh vegetables. Nothing beats home grown fruits and vegetables that are picked at the peak of ripeness and eaten immediately, both for flavor and nutritional value.

Even if a 500 calorie diet contains all the known vitamins, minerals, amino acids, fatty acids, and fiber, it is not a safe way to lose weight.

TRUE OR FALSE?

TRUE

A 500 calorie diet is a fasting diet. Five hundred calories is not enough to take care of basic energy needs, much less providing for activity. So the body not only breaks down stored fat, but stored carbohydrate and protein from muscles as well. Some people on these diets have suffered fatal shock from potassium loss and dehydration leading to sudden heart attacks.

Diets high in foods rich in vitamins A and C may help protect the body from some types of cancer.

TRUE OR FALSE?

TRUE

Researchers that studied the diets of people in different countries have found that diets high in vitamins A and C foods are associated with reduced risk for certain cancers.

There is no evidence that taking vitamin supplements of A and C have any protective affect. It is the foods that are high in these vitamins that seem to provide protection from cancer.

Sugar causes hyperactive behavior in children.

TRUE OR FALSE?

FALSE

Even though a popularly held belief, there is no evidence that sugar causes children to be hyperactive. Most of the "evidence" to show that sugar causes hyperactivity is anecdotal. To say that children are more restless the day after Halloween and attribute it to sugar does not take into account all the other variables. Fatigue from being up late trick or treating, excitement, reluctance to go back to school, or overstimulation could just as easily account for the behavior. Recent research studies actually indicate that sugar decreases activity in children and makes them less active.

In a direct way, sugar can affect a child's behavior. When sugar and sugary foods become a major part of a child's diet, they replace foods of higher nutritional value.

So cut down on sugar, by all means, but don't expect it to cure hyperactivity.

A diet high in complex carbohydrates and low in protein and fat is the best pre-game meal for an athlete.

TRUE OR FALSE?

TRUE

Carbohydrates and fats are the two major energy nutrients. Both will supply the calories needed for activity, but carbohydrates are the better fuel for athletes.

Artificial flavorings are the most commonly used food additives.

TRUE OR FALSE?

FALSE

Sugar and salt are the most commonly used food additives. They account for 93% of all food additives.

Which of these two foods contains more fat and calories? Slice of Sara Lee cheesecake or a Wendy's triple cheeseburger.

Cheesecake is not a low fat food. But at 240 calories--of which 60% is fat--the cheesecake pales next to the triple cheeseburger. The Wendy's creation weighs in at 1,040 calories with about the same percentage of fat as the dessert. The triple cheeseburger is truly a "Coronary Bypass Special."

Carob candy bars often sold in health food stores are much more nutritious than regular milk chocolate candy bars.

TRUE OR FALSE

FALSE

Both candies are loaded with saturated fat, the kind of fat that increases the risk of developing heart disease. In a chocolate bar, the fat comes from the ingredient cocoa butter. In the carob bar, the fat is hidden in the palm oil.

How many teaspoons of sugar are in one 10-ounce can of Pepsi?

2 teaspoons?

4 teaspoons?

6 teaspoons?

10 teaspoons?

10 teaspoons. Drinking a bottle of soda is like drinking artificially flavored seltzer water with 10 teaspoons of sugar dissolved in it. In fact, soda pop is the largest single source of sugar in the American diet. We eat ten times more sugar from soda pop than from candy.

Honey has about the same nutrient contribution as white table sugar, but contains more calories.

TRUE OR FALSE

TRUE

A tablespoon of honey has 64 calories, while a tablespoon of white granulated sugar has 46 calories. Honey has a higher carbohydrate content than granulated, powdered or brown sugar. Honey has less calcium, phosphorus and iron than brown sugar. The tiny amounts of vitamins and minerals in honey and these other sugars make them very poor sources of vitamins and minerals.

Which of these foods from a typical fast food restaurant contains the most sodium? Cheeseburger, apple pie, milk shake, french fries.

Believe it or not, the cheeseburger packs over seven times the sodium of the french fries. Even the vanilla shake and the apple pie are shockers. They contain two and four times as much sodium as the fries. The fries just taste more salty, because the salt is on the surface.

People who are trying to cut back on salt--or sodium--should remember that high sodium processed foods don't always taste salty.

Hair analysis is a proven way to determine a person's nutritional status.

TRUE OR FALSE?

FALSE

There is no evidence that hair analysis has any scientific validity. Although there are many advertisements in magazines and newspapers for this test, the results are worthless.

There is no danger from taking large amounts of vitamin C.

TRUE OR FALSE?

FALSE

Water soluble vitamins, like vitamin C, taken in large amounts can cause problems. Vitamin C taken in gram doses over a period of time can lead to kidney problems, including kidney stones, as the kidneys need to work extra hard to try to flush out the excess vitamin C. Large doses of vitamin C can cause gout in some people and hemolytic anemia in others. Infants born to mothers who have taken large doses of vitamin C during pregnancy develop scurvy immediately after birth. Scurvy can also occur in children and adults who suddenly stop taking large doses of vitamin C.

Eating foods from the cabbage family, such as cabbage, Brussels sprouts, and broccoli may reduce the risk of certain cancers.

TRUE OR FALSE?

TRUE

Recent studies have shown that foods from the cabbage family may reduce the risk of developing cancer, especially cancer of the colon. In addition, these vegetables are often inexpensive and are good sources of fiber, vitamins and minerals.

Natural vitamins manufactured from natural sources are better than synthetic vitamins.

TRUE OR FALSE?

FALSE

Vitamins are specifc chemical compounds. The human body cannot tell the difference between a natural and a synthetic vitamin.

A vegetarian who eats fruits, vegetables, beans, grains, milk and cheese but no meat, fish or poultry can have a healthy diet.

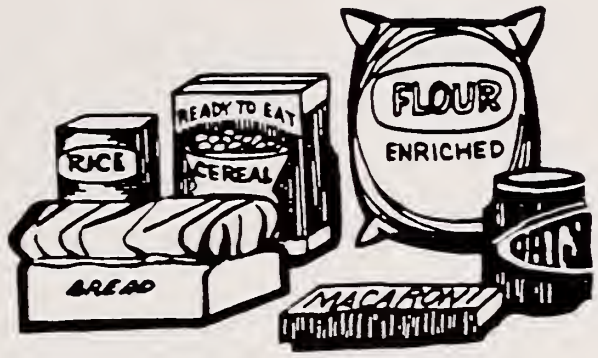
TRUE OR FALSE?

TRUE

A vegetarian eating these foods can have a healthy well-balanced diet that is low in fat, sugar and salt. However, not all vegetarian diets are healthy. Those vegetarian diets that restrict all animal products including milk and milk products, will not contain all nutrients in the necessary amounts for a healthy diet.

Starchy foods like potatoes, bread, pasta and rice are fattening.

TRUE OR FALSE?



FALSE

These complex carbohydrate foods are relatively low in calories when eaten without butter, margarine, cream sauces, jams and other sources of calories.

When buy cooking oil, avoid those high in saturated fats.

TRUE OR FALSE?

TRUE

All oils are equally high in calories but those high in polyunsaturated fats, and lower in saturated fats, can help lower blood cholesterol. Oils high in polyunsaturated fats include safflower, sunflower, corn and soybean oils. Palm oil is not a good buy for your heart.

Most Americans eat too much protein.

TRUE OR FALSE?

TRUE

Most Americans eat more protein than they need. Animal products are a major source of high quality protein--but when eaten in excess, they add unneeded saturated fats, cholesterol and calories.

Sirloin steak is a low fat meat choice.

TRUE OR FALSE?

FALSE

Sirloin steak, rib roast and porterhouse steak contain more than 25% of their calories from fat. Roundsteak contains about 11% of its calories from fat. Chuck contains about 15% of its calories from fat.

Drastic or extreme diets are a good way to lose weight fast.

TRUE OR FALSE?

FALSE

Extreme diets may lead to an initial rapid weight loss. But most of this weight loss will be due to water, not fat. Changes in your eating habits are more likely to last if they are realistic, made in small steps at a time, and done at a slow but steady pace. Lifestyle changes are the best way to sustain weight loss.

HIT OR MYTH
Center #10 Part A

Dear Leader,

Find the section titled "Hit or Myth" on page 20 of the FIT IT ALL TOGETHER - Food and Fitness Choice For You Member Activity Booklet. Discuss a myth with your partner. Then check the information provided on page 20. Move on to another myth until you have discussed three of the 5.

HIT OR MYTH
Center #10 Part B

Dear Leader,

Complete the activity found on page 50 of the RATE YOUR PLATE Activity Booklet. Then read the background material in the Leader's Manual on pages 23 and 24 under the DIETARY GUIDELINES and FOCUS ON TEENS banners. How do your answers compare to those in the Leader's Manual?

If you would like more information about diets and weight control, please help yourself to the Eaters' Almanac How to Cope with Diets.

HIT OR MYTH
Center #10 Part C

Dear Leader,

Read the ad from a recent TV GUIDE. Is this nutrition resource reliable? The sheet "Is this nutrition resource reliable?" is available to help you.

HIT OR MYTH
Center #10 Part D

Dear Leader,

Teen members will have numerous questions about nutrition advertisements, TV programs magazine articles and discussions with peers. Where can you steer them for reliable nutrition information and answers to their questions?

The handout "Resources: National Private Organizations" may help you.

IS THIS NUTRITION RESOURCE RELIABLE?

Choosing a reliable nutrition book is difficult because so many people write about nutrition, food, and health related areas. The following guidelines help in selecting a reliable book on nutrition, food, and health-related areas.

Check: The author(s)

_____ Is the author's training predominantly in nutrition from a recognized university or college?

_____ Is the author's experience in the area of human nutrition?

_____ Is the author presently working in the field of human nutrition?

Check: The reviews of the book

_____ In professional nutrition journals.

_____ Is it on the acceptable list put out by a nutrition group, such as the state or local dietetic association?

_____ By professional journalist.

Check: The preface or foreward of the book

_____ Did the author acknowledge the advice of recognized nutritionists?

Check: The sources of information

_____ Did the author use recommended books and journals for the bibliographies and footnotes?

_____ Are recent references cited?

Finally, check: with a local nutritionist or with the local university or college nutrition department.

REMEMBER. . .

The checklist for nutrition books applies to newspaper and magazine articles, too. In addition,

Check: the contents of the article

_____ Are the claims by the author reasonable and justifiable?

_____ Is there acceptable evidence for the author's statement?

_____ Is the article free of vague medical terms and deceptive, unsupported promises?

_____ Is the author or company trying to "sell" you a product in the article?

INDIVIDUALS TO CONTACT FOR RELIABLE NUTRITION INFORMATION

Practical nutrition information may come to you from many sources, both reliable and not so reliable. To ensure factual answers to your questions on human nutrition, contact one or more of the trained people in your local area listed below. If they cannot answer your question, they will guide you to the best possible source for the information you need.

If you have general questions on nutrition, contact:

The county health department --Public Health Nutritionist.

The county Extension Home Economist--Representing the land-grant university

The state health department--Nutritionist.

The Extension Nutritionist of the land grant university.

The state or local dairy council--Nutritionist.

If you need answers to more technical questions contact:

The state college or university--Home Economics or Nutrition Department.

The school of public health--Nutrition Department.

If you have questions on food preparation and preservation, contact:

The U. S. Department of Agriculture--County Cooperative Extension Service Home Economist.

The gas and/or electric company--Home Economist or Home Advisor.

The local supermarket--Home Economist

A major food company--Home Economist

If you have questions on special diets contact:

The state or local heart association--that has a Dietitian.

The state or local diabetes association--that has a Dietitian.

The local dietetic association.

The local hospital--Dietitian.

Lose up to 20 lbs. the 1st Week!

(Average fat & fluid loss: 10-12 lbs.)

Lose up to 40 lbs. in just a Month!

(Average: 20-25 lbs.)

SAY GOODBYE TO FAT, FOREVER!

"It's true! I don't care how fat you are (Some of my patients are hyper-obese). I don't care how many diets you've been on in the past, or how many times you've thrown away your money on the latest weight-loss fad or gimmick. If your only health problem is fat, your problem is over.

"My Wean-Away™ Plan will take that excess weight off fast and keep it off without pills, drugs, devices, or injections. My plan allows your body to lose the most weight it is capable of losing in a short period of time without regular visits to his office.

"You can lose 5 to 8 lbs. in 48 hours, 20 lbs. in a week, or 45 lbs. in a month. But even if your loss is only average, your clothes will start feeling loose this week and your pants or skirt will be falling down within 30 days!"

FAT BURNING FORMULA

"You'll start out on my specially developed Wean-Away Formula, a tasty and nutritious mixture that will help turn your body into a fat-burning furnace from glassful to glassful. You will literally burn up fat, melt away excess weight and reduce bulging body measurements THE VERY FIRST DAY!

"This is the fastest medically sound over-the-counter plan to reduce weight and waistline, EVER. With just the formula alone, you will lose more weight than hours of running, calisthenics, weight-lifting, or swimming. Of course, I recommend exercise with my Wean-Away Formula. This combination is the fastest, most permanent weight loss method known to medical science—the same method that results in losses up to 20 lbs. the first week!"

TAKE OFF EVERY EXTRA POUND—AND *KEEP IT OFF*!

"Step by step, I'll repattern your eating habits. In just a short time, I'll "wean" you off the formula and you'll be eating 3 full meals, plus a snack!

"Now, the food you eat no longer turns to fat. Thanks to my Wean-Away Plan, you will actually reverse your body's process for building up fat! You will stop excess fat-building calories from entering your system. And, you will keep them from being turned into ugly bulging fat!"

IT WILL WORK FOR YOU—COMPLETELY AT *MY* RISK!

"That's right. You *can* lose weight fast. And, my Wean-Away Plan is completely safe. Of course, as with any weight-loss plan, check with your own doctor. But no matter how many pounds overweight you find yourself right now, if you're in good health, my Wean-Away Plan will let you take it off fast and keep it off—or your money back in full (less p&h, of course).

"So, try it. Take your choice of tasty chocolate, delicious vanilla, or fruity strawberry or rich banana. Use my formula for five full days. You will be trimmer. You will be slimmer. You will be lighter. And, you will see the difference in your mirror and by the fit of your clothes. Just the same, if you're not happy with my plan for any reason, simply return the unused portion within 30 days for a prompt refund, no questions asked!"

DON'T DELAY!

"Send me your order now. I guarantee that if you follow my plan compared with any other over-the-counter plan, you will lose the most weight that you're capable of losing in a short period of time. And, you will continue to lose as much weight as you want to. Best of all, you will keep that weight off!

"But don't just take my word for it. Try it. Order now, at my risk. Mail in the coupon today!"

RESOURCES

NATIONAL PRIVATE ORGANIZATIONS

AMERICAN DIABETES ASSOCIATION
2 Park Avenue
New York, NY 10016

AMERICAN DIETETIC ASSOCIATION
430 North Michigan Avenue
Chicago, IL 60611

AMERICAN HEART ASSOCIATION
7320 Greenville Avenue
Dallas, TX 75231

AMERICAN HOME ECONOMICS ASSOCIATION
1600 20th Street
Washington, D.C. 20009

AMERICAN HOSPITAL ASSOCIATION FILM LIBRARY
840 North Lake SHore Drive
Chicago, IL 60611

AMERICAN MEDICAL ASSOCIATION COUNCIL ON FOODS AND NUTRITION
535 North Dearborn Street
Chicago, IL 60611

AMERICAN PUBLIC HEALTH ASSOCIATION
1790 Broadway
New York, NY 10019

PROTEIN PUZZLE
Center #11 Part A

Dear Leader,

Teens frequently ask questions about protein. This center is designed to provide background information to help you answer their questions.

Read the NUTRITION NEWS section in the RATE YOUR PLATE Leader's Manual, page 6.

Beans are another source of protein. What types of beans do you like? Which have you tasted?

soybeans and tofu
garbanzos (chickpeas)
pinto beans
white beans
black beans
broad beans
cowpeas
kidney beans
navy beans
pea beans
pink beans

Can you name the beans in each ziploc bag?

Can you think of two advantages to beans?

After you have checked your answers on the back, try part 2.

PROTEIN PUZZLE
Center #11 Part A Answers

Bag A kidney beans
B black beans
C pinto beans
D pink beans

Bean Advantages - Some possible answers

* Low cost. Beans are one of the least expensive sources of protein.

* Low fat. Beans are <u>very</u> low in fat. But some dishes made with beans have a lot of added fat (refried beans).

* High fiber. Beans have a high fiber content. This makes bean dishes filling. High fiber foods move faster through the intestines than low fiber foods.

* Good source of protein. Beans are a good source of protein because they are low in fat, high in fiber, and low in cost.

* Beans taste delicious when served as chili, refried beans, hummous, bean burrito, succotash, baked beans, couscous.

* Source of iron, B vitamins and calcium.

* Low calorie. Dry and cooked beans are low in calories.

PROTEIN PUZZLE
Center #11 Part B

Dear Leader,

Many teens are interested in alternative eating styles. For religious or social reasons, they may decide not to eat meat, fish and poultry. Or they may prefer the taste of vegetarian dishes. Some may choose to eliminate all animal protein foods from their diets.

Here is some background information on combining protein sources to make a better quality protein. Read the card titled BACKGROUND INFORMATION FOR THE LEADER.

Move on to Part C at this center.

PROTEIN PUZZLE
Center #11 Part B

BACKGROUND INFORMATION FOR THE LEADER

Proteins are made of small units called amino acids which are linked together in a chain. Your body needs twenty different amino acids to make the many proteins it needs to stay healthy. These twenty amino acids can be arranged in different order and in different amounts to make thousands of different proteins. Your body can make eleven of these amino acids. The other nine must come from the food you eat. These nine are called "essential amino acids" because your body cannot make them. If one essential amino acid is lacking during a meal or a group of meals, it limits the use of all the others for building protein.

Animal sources of protein such as meat, fish, dairy products, poultry and eggs, provide all nine essential amino acids in the amounts needed by your body. These foods are called "higher quality protein" foods or "complete protein" foods. Other protein sources, such as beans, peas, lentils, nuts, seeds, grains, cereals and flours, contain some of the essential amino acids in the amounts needed by your body. Two of these "lower quality protein" foods or "incomplete protein" foods as they are sometimes called, can be eaten in a meal so that your body's protein needs are met. The process of combining two or more lower quality proteins to make a higher quality protein is called protein complementation.

PROTEIN PUZZLE
Center #11 Part C

Dear Leader,

Lay out the 4 protein puzzle pieces on the table.

Piece A represents animal protein sources. Pieces B, C and D represent different plant protein sources: grain, legume**, and nuts, seeds.

Your partner is very interested in learning how to prepare less expensive meals that are nutritionally sound. The kids love steak but the budget doesn't.

Can you show your partner how to extend a source of higher quality protein (Piece A) with a source of lower quality protein (Pieces B, C or D) to make a larger quantity of higher quality protein? Reminder: Pieces B, C and D usually cost less than Piece A.

**"Legume" refers to a group of foods that include beans, lentils and dried peas (used to make split pea soup.)

PROTEIN PUZZLE
Center #11 Part C Answers

Puzzle Piece	Examples
A + B animal grain	Fried rice with egg, oatmeal with milk, macaroni and cheese, spaghetti and meatballs, fettuccini (pasta, cheese, milk), hamburger casserole
A + C animal legume	Cheese and beans Chile con carne
A + D animal nuts, seeds	Cheese walnut casserole Walnut quiche

PROTEIN PUZZLE
Center #11 Part D

Your new partner is a lacto-ovo vegetarian who eats eggs, milk, yogurt and cheese as his/her only animal protein sources. Plan a main dish for your partner. Check the puzzle pieces. A fit represents a successful combination of protein sources. Two pieces that do not fit together represent protein sources that do not combine nutritionally to make a higher quality (complete) protein. Which puzzle pieces fit together?

PROTEIN PUZZLE
Center #11 Part D Answers

6 of these 7 possible combinations will give you successful combinations of protein sources.

Puzzle Piece	Examples
A + B animal grain	Fried rice with egg, oatmeal with milk, macaroni and cheese, spaghetti and meatballs, fettuccini (pasta, cheese, milk), hamburger casserole
A + C animal legume	Cheese and beans Chile con carne
A + D animal nuts, seeds	Cheese walnut casserole Walnut quiche
B + C grain legume	Rice and refried beans, brown bread and baked beans, lentil and bread, cornbread and chili beans, peanut butter sandwich, tofu and brown rice, granola with peanuts, bean burrito.
C + D legume nuts, seeds	Hummous (garbanzo beans and sesame seeds), trail mix (peanuts, seeds, etc.)
B + D grain nuts, seeds	No! This combination won't work. - unless you add a legume C.
B + D + C grain nuts, seeds legume	Granola (rolled oats, sesame seeds, peanuts).

PROTEIN PUZZLE
Center #11 Part E

Your teenager decides to practice lacto vegetarianism. She refuses to eat animal sources of protein except milk. What meal could you help her prepare?

When you are ready, check your answer with the choices on the back of this card.

For more information about protein move on to Part F. Otherwise move to another center.

PROTEIN PUZZLE
Center #11 Part E Answers

Possible combinations	Examples
A + B animal grain	Cereal with milk
A + C animal legume	Bean soup and milk
A + D animal nuts, seeds	Granola (sesame seeds and oats) with milk
B + C grain legume	Peanut butter on whole wheat toast. Rice and beans
C + D legume nuts, seeds	Garbanzo bean spread

PROTEIN PUZZLE
Center #11 Part F

Dear Leader,

Read the section marked "More About Protein" in the RATE YOUR PLATE Leader's Manual on page 7.

Can you identify an easy way to cut down on fat?

If you would like more information on cooking with plant protein sources, please help yourself to a copy of PROTEIN TEAMS FOR YOUR HEART.

PROTEIN PUZZLE
Center #11 Part F Answers

By eating more plant protein foods and less animal protein foods, you can cut down on fat and save money.

HANDOUT #1 PUZZLE OF THE COMPLEMENTARY PROTEINS

ANIMAL PROTEIN SOURCE

A

(Meat, fish, chicken, turkey, eggs, cheese, milk, cottage cheese)

GRAINS

B

(Bread, cereal, pasta, rice, tortilla)

NUTS OR SEEDS

D

(Walnuts, almonds, sesame seeds, pumpkin seeds)

LEGUMES

C

(Dried beans, dried peas, lentils)

Foods for Health

EATERS' ALMANAC

PRICE: FREE

How To S-T-R-E-T-C-H Your Protein Dollar

PROTEIN TEAMS

FOR YOUR HEART

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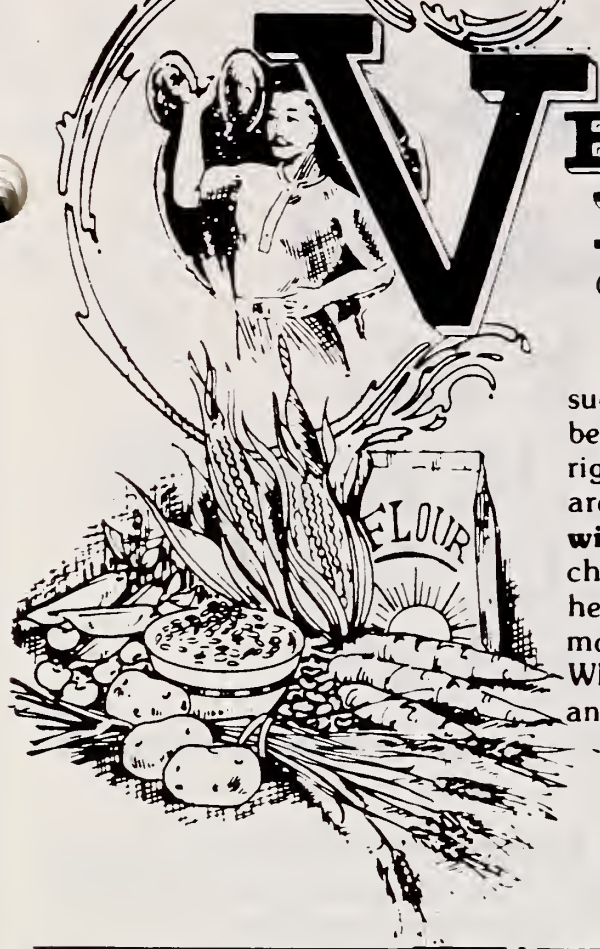
The copy in this pamphlet was originally developed as part of a pilot program jointly conducted by the National Heart, Lung, and Blood Institute, a part of the National Institutes of Health, Bethesda, MD and Giant Food, Inc., Washington, D.C.



VEGETABLE POWER

GIVE VEGETABLES & YOUR HEART A BREAK

Did you know that some vegetables such as grains, dried beans and peas can be a good source of protein? And in the right combinations, vegetable proteins are just as good as those in meat—but **without** the extra saturated fats and cholesterol. Many vegetable dishes can help you cut down on calories and save money, too.

Why eat less saturated fats, cholesterol and calories?

- **Overweight is related to heart disease, and eating less fat is one safe and easy way to cut down on calories.**
- **People with low blood cholesterol have less chance of getting coronary heart disease than people with high blood cholesterol.**
- **People who have elevated blood cholesterol and who reduce it also reduce their risk of having a heart attack.**
- **All the members of your family can safely lower their blood cholesterol by eating foods low in saturated fats and cholesterol.**

Consider the facts. It's up to you to decide whether to change some of the foods you buy for your family.

WHAT DO VEGETABLES HAVE TO OFFER?

Vegetables are real heart pleasers—

- **low in saturated fats**
- **no cholesterol**
- **low in calories**
- **high in taste**
- **high in vitamins and minerals**
- **high in variety, color, texture and bulk**

Why Are Many Vegetables Good Protein Sources?

Proteins are made up of amino acids, eight of which your body must have but cannot make for itself. Your body needs protein to grow, keep itself in good repair, and give you energy.

Some foods have "complete" proteins—they contain the eight essential amino acids in the right amounts. All foods from animal sources such as milk, poultry, fish, eggs, cheese, and meat have complete proteins. However, many of these foods contain high amounts of saturated fats, cholesterol, and calories.

Vegetable sources of protein like grains, dried beans, peas, nuts and seeds are usually low in one or another of the eight amino acids. These "incompletes" become good protein sources when paired with other incomplete protein foods at the same meal.

Of course, you can always pair vegetable proteins with complete proteins from **low fat** animal sources such as low fat dairy products, small amounts of fish, poultry or lean meat to make vegetable proteins more nourishing.

And you may be pleased to find that heart healthy alternatives such as skim milk, nonfat dry milk, legumes, and grains can be less costly as well!

WATCH THE "EXTRAS"

*When you use vegetables, **watch the "extras"** that you add—egg yolks and many cheeses are high in saturated fats and cholesterol (as well as cost). Choose recipes that use egg whites, skim or nonfat dry milk and low fat cheeses (especially low fat cottage cheese) and keep the cost, fats, and cholesterol down*

A HEART PLEASER TIP

You don't have to get all your protein into the main dish. A glass of low fat milk will complement a meal of vegetable proteins; use skim milk instead of water to dilute canned soup, or make a pudding with skim milk.

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How To MIX & MATCH PROTEIN PAIRS

To make protein rich combinations, you can:

Number 1—MATCH* VEGETABLE PROTEINS: mix foods from two or more groups in column A.
such as: peanut butter (a legume) + whole wheat bread (a grain)

Number 2—MATCH VEGETABLE AND LOW FAT ANIMAL PROTEINS: mix foods from any group(s) in Column A with small amount from any group(s) in Column B.
such as: rice (a grain) + chicken (a low fat meat)

COLUMN "A"

VEGETABLE PROTEINS
("incompletes")

Legumes:
dry beans and peas—kidney, navy, lima, pinto, black or soy beans; black-eyed or split peas
soy bean curd (tofu)
soy flour
peanuts and peanut butter (use wisely, has medium fat level)

Grains:
whole grains—barley, oats, rice, rye, wheat (bulgur, cracked wheat)
corn
pasta—noodles, spaghetti, macaroni, lasagna

Nuts and Seeds:
almonds, cashews, pecans, and walnuts sunflower seeds, pumpkin seeds, sesame seeds

COLUMN "B"

LOWFAT ANIMAL PROTEINS
("completes")

Low Fat Dairy Products:
nonfat dry milk
skim milk
low fat cottage cheese
egg whites (where most of the egg protein lies)

Low Fat Meats:
poultry
fish
lean cuts of red meat

***REMEMBER:** To make the most of vegetable protein pairs, eat them at the **same** meal*

You may already be using these pairings on your own—for example:

- **skim milk on cereal**
- **peanut butter sandwich**
- **beans and rice chili**

MEATLESS DISHES TO S-T-R-E-T-C-H Your Protein Dollar

Some traditional dishes such as Eggplant Parmigiana and Macaroni and Cheese are heavy on the fat. But here are some tasty variations.

CHEESY EGGPLANT CASSEROLE

(Makes 6 servings at approximately 275 calories per serving)

1 C. uncooked rice
1 med. eggplant sliced in ½" rounds
2 T. vegetable oil
1 sm. onion, chopped
1 clove garlic, minced
½ lb. mushrooms, sliced
1 8-oz. can tomato sauce
1 tsp. oregano
½ tsp. basil
12-oz. low fat (1%) cottage cheese
¼ C. skim milk
2 oz. part skim mozzarella cheese, shredded

Cook rice. Steam eggplant slices just until tender. Saute onion, garlic and mushrooms in oil until brown. Add tomato sauce and herbs, scraping up drippings. Simmer for a few minutes. Mix cottage cheese and milk. In a greased baking dish, layer cooked rice, eggplant, cottage cheese and sauce. Repeat, ending with sauce. Top with Mozzarella. Bake at 350°F for 30 minutes.

MACARONI & COTTAGE CHEESE CASSEROLE

(Makes 6 servings at approximately 380 calories per serving)

2 C. macaroni
1 med. onion, chopped
½ lb. mushrooms, sliced
2 3 C. sunflower seeds
2 T. oil
1½ C. (1% fat) cottage cheese
¼ C. skim milk
1¼ C. yogurt
dash cayenne
⅛ tsp. salt
½ tsp. Worcestershire sauce.
2 T. parsley flakes
½ C. bread crumbs
2 T. grated parmesan

Saute onion, mushrooms and sunflower seeds in oil. Cook macaroni and combine with mushroom mixture. Beat cottage cheese, yogurt, milk and seasonings together. Stir into macaroni mixture. Put in lightly greased casserole. Mix bread crumbs and parmesan. Sprinkle on top. Bake for 30 minutes at 350°F

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The TYLERS

Mr. Tyler Serves a Meatless Curry

After jogging a few miles with his neighbor, Al, John Tyler was grateful to see his house just ahead. "Say Al," puffed John, "join us for a bit of lunch? I've got a great meatless curry just waiting for us after we cool down."

During lunch John said, "I've just started jogging, Al. But I know you've been at it for quite a while. You look like you really enjoy jogging."

"I do," said Al. "I've been following my doctor's exercise plan and I've been watching what I eat. By the way, this meatless curry is great!"

"Thanks, I enjoy cooking," said John. "Ever since my doctor said I had to lower my weight and blood cholesterol, we've been trying to use foods that help us cut down on fats and calories—like lean cuts of meat, more fish and poultry, low fat dairy products, fruits and vegetables. Lately I've been trying out more meatless dishes like this curry."

"Vegetables in the right combination can give you just as much good protein as meat," added Al.

"You sound like a real expert," said Mary, John's wife.

"Well, I've been a vegetarian for almost ten years now," Al said. "Most Americans eat more protein than they need and we don't need red meat every day. Vegetarians who balance what they eat can be just as healthy as people who eat meat. As a matter of **fact, my doctor said some studies have shown that compared to** people who eat the usual American diet, vegetarians do **not** have as much high blood pressure and coronary heart disease."

"Don't you miss hot dogs and hamburgers?" asked Mary's **daughter, Shelly.**

"I did at first, Shelly," said Al. "But I found a lot of great ways to fix vegetables."

"We weren't ready to cut out all the meat in our diet," said John. "So we've just tried to use foods like fish, poultry, lean meats, and vegetables more often."

"Vegetable dishes with a little meat can really stretch our food budget and give us plenty of protein without the extra fats and calories, too," added Mary.

"I agree," said Al. "Eating more heart healthy foods doesn't have to cost more. By the way, John, can I have your recipe for this curry?"

John Tyler's Meatless Lentil Curry

6 servings at approximately 495 calories each

- 4 onions, chopped
- 4 cloves garlic, minced
- 1 C. brown rice, uncooked
- 4 T. oil
- 2 tsp. curry powder
- 8 C. water
- ¼ tsp. salt
- 4 T. lemon juice
- 2 C. dry lentils
- 2 10-oz. pkgs. frozen spinach
- 1 C. yogurt

Saute onions, garlic and rice in oil for 3 to 4 minutes. Add curry powder and stir through. Add water, salt, lemon juice and lentils. Stir and simmer covered until tender (about 30 minutes). Add spinach. Cook another 15 minutes or until spinach is thawed and heated through. Stir to mix. Serve with about 2 T yogurt topping each serving.

FAT FINDERS
Center #12 Part A

Dear Leader,

Fat is often hidden away in foods where you can't see it.

You can find out if a food contains fat by rubbing it on a piece of brown paper bag. If the food contains fat, a translucent spot (a shiny area that lets light through) will appear where you rub. Water in food will also make a shiny translucent spot but a water spot disappears when the water dries. A fat spot will not disappear.

On the brown paper bag, outline five boxes and mark each with the name of one food.

Now look for 5 jars containing samples of these foods.

Using your finger, rub these five foods on the bag in the appropriate box.

What do you see now?

Give the spots 5-10 minutes to dry. (Move to Part B at this center.) Then check the spots again.

Which foods contain fat?

Which foods contain no fat? How do you know?

FAT FINDERS
Center #12 Part A Answers

Potato chips, margarine, and peanuts contain the most fat. These three will leave permanent translucent spots on the brown paper.

Water and potato contain no fat. The translucent spots will dry leaving no marks.

If you would like more information, please help yourself to the Eaters' Almanac TRIPLE BONUS IN LOW FAT MILK PRODUCTS.

FAT FINDERS
Center #12 Part B

Dear Leader,

Part B, The FOOD WHEEL, will help you think about low and high fat foods. The Food Wheel directions and answer key are inside this envelope. Have fun.

FAT FINDERS
Center #12 Part C

Dear Leader,

Where Is The Fat Hidden? is an exciting activity full of surprises. You will find everything you need in this envelope.

FAT FINDERS
Center #12 Part D

Dear Leader,

Look for the 8 ziploc bags at this center. Place the bags on the table. Each bag contains 1/2 cup of the marked food.

With your partner identify the food in each bag.

What food do you think provides the most energy? The least energy? Arrange the bags in ascending order (the food with the least energy to the food with the most energy).

Food energy is measured in calories. Now estimate how many calories are in each bag. This is difficult, but take a wild guess. Do you agree with your partner? If you would like some help before checking your answers, read the sheet FATS IN FOODS. Then compare your answers with those on the back of this card.

If you would like more information about fats, please help yourself to a copy of the brochure DIETARY GUIDELINES FOR AMERICANS.

FAT FINDERS
Center #12 Part D Answers

	Calories in 1/2 cup (about 100 grams)	Rank Order
water	1	1
vegetable juce	25	2
pineapple juice	66	3
flour (pure carbohydrate)	400	4
sugar (pure carbohydrate)	400	4
unflavored gelatin (pure protein)	400	4
Crisco (pure fat)	900	5
vegetable oil (pure fat)	900	5

FAT FINDERS

Center #12 Part D Information Sheet

FATS IN FOODS

1. 8 nutrients contribute calories to food. These are:

Fat	9 calories/gram or about 900 calories/ 1/2 cup
Carbohydrate	4 calories/gram or about 400 calories/ 1/2 cup
Protein	4 calories/gram or about 400 calories/ 1/2 cup

2. The higher the percentage of fat in a food, the greater the caloric value. The highest caloric value for a 1/2 cup serving of a food is 900 calories. This food would be 100% fat, like a cooking oil. Fats and oils are the most concentrated form of energy; they provide the most calories.

3. Carbohydrates (flour and sugar) and protein provide less than half as many calories as fats and oils.

4. Water provides no energy nor calories.

Foods containing a lot of water (milk, orange juice, tomato juice) usually have fewer calories than foods with less water.

Center #12
Part B

Food Wheel

1. Take the "Food Wheel" envelope and take out: a fat wheel, an envelope containing small food labels. (Leave the KEY in the large envelope. Use it to check your answers.)

2. Begin by emptying the food labels onto the table. Read each label and decide if the food listed is high in fat or low in fat.

3. High fat foods should be placed on the outside, red area, of your fat wheel. These foods should be eaten rarely, if at all. They are high enough in fat to give you more than you need each day.

4. Low-fat foods should be placed on the inside, green area of your fat wheel. These foods are good sources of carbohydrates or proteins. They have little or no fat. As you can see not all foods have fat in them to begin with. For example a potato has no fat. Sometimes we make foods fatty by cooking or storing them in large amounts of oil or lard (french fries).

Center #12
Part C

WHERE IS THE FAT HIDDEN?

1. Get the envelope marked, "Where's the Fat Hidden?"
2. In it you will find: - packets of fat. Each packet contains one (1) teaspoon of fat.
   - 15 cards with pictures of food.
3. Look at the food pictures. Can you guess how many teaspoons of fat are in these foods? Take one picture. Place the number of teaspoons of fat that you guess is in the food on top of the picture. For example, if you have the picture of the hamburger patty and you think there are two teaspoons of fat in a hamburger patty put two fat packets on the picture. If you think there is no fat in the food don't put any packets on the picture. Turn the picture to check your answer. Do the same thing with the other pictures.

Some fat is needed in our diets to carry vitamins through our bodies and to give our internal organs protection. We <u>need</u> about 2 T of fat in our diet each day. Most Americans eat more than we need. What happens to the extra? Our bodies store the extra under our → skin which makes us look "fat." The extra fat we eat also → stays in our blood or collects in our blood vessels → which forces our hearts to work → TOO HARD.

Foods for Health

EATERS' ALMANAC

PRICE: FREE

A Handy Guide to Fats & Calories in Low Fat Milk Products

THE TRIPLE BONUS IN LOW FAT MILK PRODUCTS

Center 12

HERE ARE THE FACTS!

Science is always finding ways to improve our health. But health facts are often found slowly, one by one. This is the case with heart health and food. Coronary heart disease is still our leading cause of death.

FACT: Right now **we do know** that people with low blood cholesterol levels have less chance of getting coronary heart disease than those with high blood cholesterol.

FACT: We **know** that people who have elevated blood cholesterol and who reduce it also reduce their risk of having a heart attack.

FACT: We **also know** that eating foods low in saturated fats and cholesterol is safe and can lower your blood cholesterol.

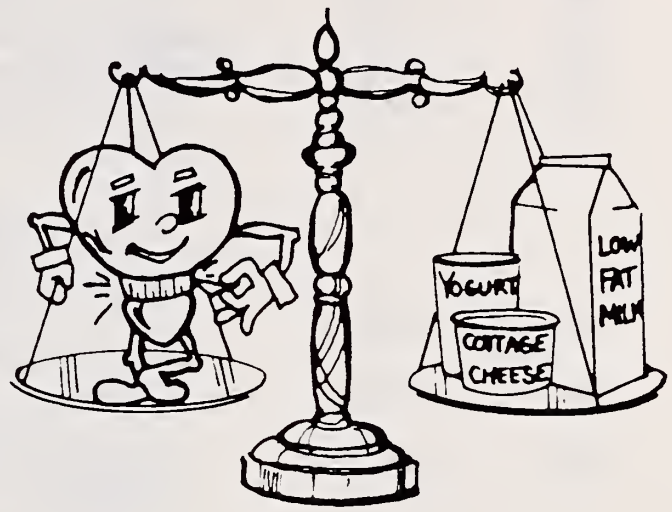
FACT: Overweight is related to heart disease. Eating less fat is one way to reduce your family's calories.

Look at the facts — *then YOU DECIDE if you want to change some of the foods you buy for your family.*

MORE HELP TO COME

This Almanac features low fat milk products, but no one food group or food alone affects your family's health. Everything we eat is important—every little bite counts!

THE TRIPLE BONUS IN LOW FAT MILK PRODUCTS



We all know milk is a good food. It provides high quality protein, calcium and riboflavin. But whole milk can also provide unneeded calories, saturated fats and cholesterol.

So try low fat milk products instead. You get a triple bonus: (1) fewer calories, (2) less saturated fats and (3) less cholesterol, without losing the other nutrients in whole milk.

7 MONEY SAVERS LOW IN CALORIES, FATS, AND CHOLESTEROL

These ideas are all winners:

- ***less calories***
- ***less saturated fats***
- ***less cholesterol***
- ***less $***

Saver #1:

If you usually buy whole milk, try **2%** instead. It has almost **half** as much fat. And it's hard to taste the difference.

Saver #2:

Mix a quart of whole milk with a quart of milk you make from nonfat dry milk. You won't taste that dry milk flavor and you'll still cut the fat in **half.**

The copy in this pamphlet was originally developed as part of a pilot program jointly conducted by the National Heart, Lung, and Blood Institute, a part of the National Institutes of Health, Bethesda, MD and Giant Food, Inc., Washington, D.C.

Saver #3:

When you cook, substitute nonfat dry milk or regular skim milk for whole milk. For a richer flavor in soups and custards, add some extra nonfat dry powder to skim or reconstituted milk. A drop of vanilla extract per cup will make your cream soup or custard taste richer still.

Saver #4:

Try the Triple Bonus Whipped Topping.

A Non Fat Whipped Topping

Approximately 21 calories per ¼ C (without sugar)

Use a chilled metal bowl and chilled beaters (pop them in the freezer for a few minutes). Combine ½ cup instant nonfat dry milk and ¼ cup ice cold water (It may help to measure the water with an ice cube in it to make it very cold.) Beat the milk powder and water for 2-3 minutes until soft peaks form. Add 1 T. lemon juice. Beat again for 1-2 minutes. If you wish to sweeten, fold in a small amount of sugar—but see how little you can use. Chill. This will hold for ½ hour. Makes about 1½ cups topping. You may also like to add a tsp. of vanilla and or ½ tsp. almond extract for a richer flavor

Saver #5:

Plain yogurt makes a tasty substitute for sour cream. To prevent yogurt from separating in cooking, mix 1 tablespoon of cornstarch with 1 tablespoon of yogurt and stir into 1 cup of yogurt. Stir over medium heat until thickened.

Saver #6:

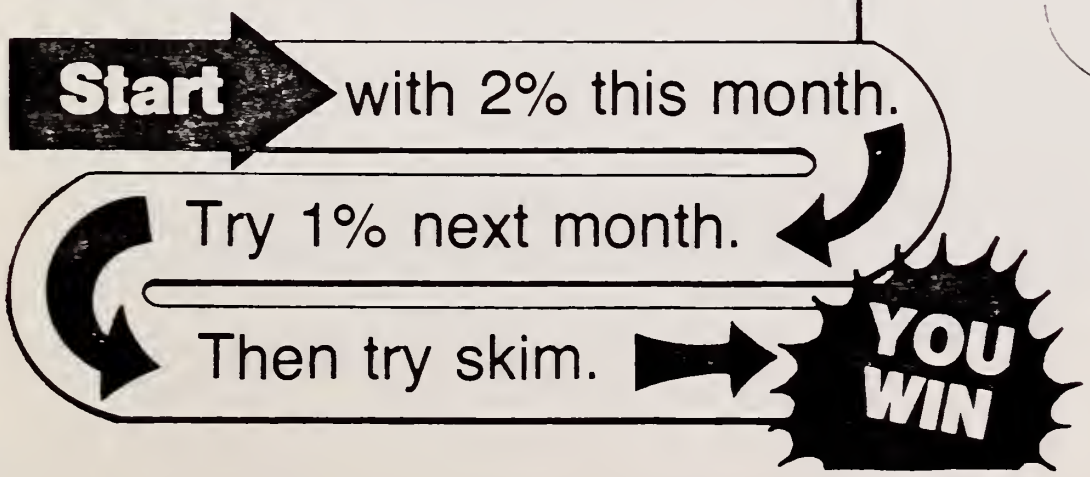
Or you can make a cold sour cream substitute by blending a cup of 1% milk fat cottage cheese with a tablespoon of skim milk plus lemon juice to taste.

Saver #7:

Need a good dip for a party? Try adding a little onion and garlic powder to plain yogurt or saver #6.

HOW TO GET STARTED . . .

If you drink whole milk, you don't have to make the change to skim milk in one big jump. Make slow but steady changes.



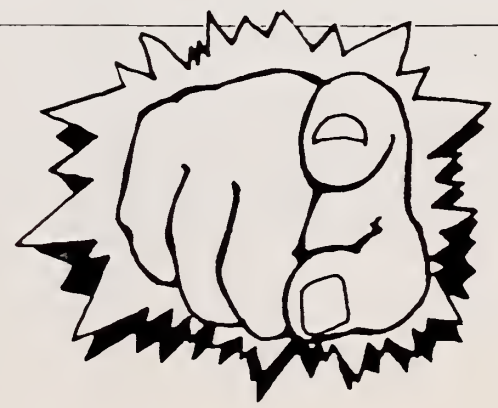
HEART HEALTH FACTS:
Fats & Calories in Milk Products

MILK PRODUCTS	% FAT	CALORIES PER CUP
	(approximate)	
MILKS		
Buttermilk	0.5%	80
Skim Milk	0.5%	90
Light One (1% Milkfat)	1%	110
Light Two (2% Milkfat)	2%	130
Whole Milk	3.3%	150
YOGURT		
Swiss Style Low Fat Plain	1.6%	150
Natural Low Fat Plain	2.2%	160
Low Fat with Fruit Preserves (Swiss or Natural)	2.2%	250

CREAMS		CALORIES PER TBSP.
Half & Half	12%	20
Table Cream (Light Cream)	18%	30
Sour Cream	18%	30
Whipping Cream (Light)	30%	45

COTTAGE CHEESE		CALORIES PER ½ CUP
1% No Salt Added	1%	90
1% Cottage Cheese	1%	90
Creamed Cottage Cheese	4%	120

Compare & YOU DECIDE!



Nutrition and Your Health

Dietary Guidelines for Americans

Avoid Too Much Fat, Saturated Fat, and Cholesterol

From the Editor

This is one of a series of bulletins with tips to help you use the seven Dietary Guidelines in choosing and preparing the foods you eat and serve to others. Following the Dietary Guidelines is a balancing act: getting the variety of foods necessary to supply the nutrients you need, but not too much of other food components—calories, fat and cholesterol, sugar, sodium, and alcohol. This bulletin shows how to "Avoid Too Much Fat, Saturated Fat, and Cholesterol." But remember, it's important to consider all seven guidelines in building a healthful diet:

- Eat a Variety of Foods
- Maintain Desirable Weight
- Avoid Too Much Fat, Saturated Fat, and Cholesterol
- Eat Foods with Adequate Starch and Fiber
- Avoid Too Much Sugar
- Avoid Too Much Sodium
- If You Drink Alcoholic Beverages, Do So in Moderation

How Do You Score on Fat?

Do the foods you eat provide more fat than is good for you? Answer the questions below, then see how your diet stacks up.

How often do you eat:	Seldom or never	1 or 2 times a week	3 to 5 times a week	Almost daily
1. Fried, deep-fat fried, or breaded foods?	☐	☐	☐	☐
2. Fatty meats such as bacon, sausage, luncheon meats, and heavily marbled steaks and roasts?	☐	☐	☐	☐
3. Whole milk, high-fat cheeses, and ice cream?	☐	☐	☐	☐
4. High-fat desserts such as pies, pastries, and rich cakes?	☐	☐	☐	☐
5. Rich sauces and gravies?	☐	☐	☐	☐
6. Oily salad dressings or mayonnaise?	☐	☐	☐	☐
7. Whipped cream, table cream, sour cream, and cream cheese?	☐	☐	☐	☐
8. Butter or margarine on vegetables, dinner rolls, and toast?	☐	☐	☐	☐

Take a look at your answers. Several responses in the last two columns means you may have a high fat intake. Is it time to cut back on foods high in fat?

Fat, Cholesterol, and Your Health

For the U.S. population as a whole, it is sensible to reduce daily intake of total fat, saturated fat, and cholesterol. Why? High blood cholesterol levels increase the risk of heart disease and the blood cholesterol level of many Americans is undesirably high. Eating a diet high in fat—especially saturated fatty acids and cholesterol—causes elevated blood cholesterol levels in many people.

For many, high blood cholesterol levels can be reduced by eating diets lower in saturated fatty acids and cholesterol. However, some people can eat diets high in total fat, saturated fatty acids, and cholesterol and still maintain normal blood cholesterol. Others have high blood cholesterol levels even on lowfat, low-cholesterol diets.

For adults, blood cholesterol is considered to be high if it measures more than 200 to 240 milligrams of cholesterol per deciliter of blood, depending on age. Ask your doctor to check your blood cholesterol.

Reducing dietary fat is an especially good idea for those limiting calories. The fat in foods provides many calories but few vitamins and minerals. So, decreased fat intake results in fewer calories without a reduction in most nutrients.

Read On For...

Home and Garden Bulletin Number 232-3
April 1986

United States Department of Agriculture
Human Nutrition Information Service

How Much Is Too Much?

Most nutrition authorities recommend that the U.S. population as a whole reduce daily consumption of fat. On the average, Americans eat about 40 percent of their total calories as fat. Many authorities have suggested it is best to limit fat to no more than 30 to 35 percent of total calories. Some authorities suggest limiting saturated fatty acids to about a third of total fat.

If you know how many calories are generally in your diet, look at the chart to the right for amounts of fat that equal 30 to 35 percent of calories. If you're not sure of your typical caloric intake, here's a rough guide: 2,000 calories is the average suggested for women age 23 to 50 and 2,700 calories is the average for men. Whether these levels are right for you depends on your age, body size, and level of activity. If, for example, you eat 2,000 calories a day, 67 to 78 grams of fat represent 30 to 35 percent of your total calories.

In a diet with daily calories of—	The grams of fat shown provide 30% to 35% of calories (grams)
1,500	50-58
2,000	67-78
2,500	83-97
3,000	100-117

Wondering how to tell how much fat your diet provides? The "Primer" on pages 6 to 7 can help give you an idea of the total fat and saturated fatty acid content of various foods. Information provided on food labels is also helpful (see page 4).

Fat and Cholesterol—What are They? Where are They Found?

FAT is the most concentrated source of food energy (calories). Each gram of fat supplies about 9 calories, compared with about 4 calories per gram of protein or carbohydrate and 7 calories per gram of alcohol. In addition to providing energy, fat aids in the absorption of certain vitamins. Some fats provide linoleic acid, an essential fatty acid which is needed by everyone in small amounts.

Butter, margarine, shortening, and oil are obvious sources of fat. Well-marbled meats, poultry skin, whole milk, cheese, ice cream, nuts, seeds, salad dressings, and some baked products also provide a lot of fat.

CHOLESTEROL is a fat-like substance found in the body cells of humans and animals. Cholesterol is needed to form hormones, cell membranes, and other body substances. The body is able to make the cholesterol it needs for these functions. Cholesterol is not needed in the diet.

Cholesterol is present in all animal tissues—meat, poultry, and fish—in milk and milk products, and in egg yolks. Both the lean and fat of meat and the meat and skin of poultry contain cholesterol. Cholesterol is *not* found in foods of plant origin such as fruits, vegetables, grains, nuts, seeds, and dry beans and peas.

FATTY ACIDS are the basic chemical units in fat. They may be either "saturated," "monounsaturated," or "polyunsaturated." All dietary fats are made up of *mixtures* of these fatty acid types.

Saturated fatty acids are found in largest proportions in fats of animal origin. These include the fats in whole milk, cream, cheese, butter, meat, and poultry. Saturated fatty acids are also found in large amounts in some vegetable oils, including coconut and palm.

Monounsaturated fatty acids are found in fats of both plant and animal origin. Olive oil and peanut oil are the most common examples of fat with mostly monounsaturated fatty acids. Also, most margarines and hydrogenated vegetable shortenings tend to be high in monounsaturated fatty acids.

Polyunsaturated fatty acids are found in largest proportions in fats of plant origin. Sunflower, corn, soybean, cottonseed, and safflower oils are vegetable fats that usually contain a high proportion of polyunsaturated fatty acids. Some fish are also sources of polyunsaturated fatty acids.

NOTE: *All* fats, whether they contain mainly saturated fatty acids, monounsaturated fatty acids, or polyunsaturated fatty acids, provide the same number of calories.

The Keys to Moderation

Milk and milk products and meat, poultry, fish, and eggs provide essential nutrients—calcium, iron, and zinc, for example. They also contribute fat, saturated fat, and cholesterol. Keys to getting needed nutrients without too much fat and cholesterol are:

- selecting lower fat dairy products,
- selecting lean meats,
- using lowfat preparation methods,
- reducing amounts of fats added at the table.

Fat and Cholesterol...True or False?

Decide whether the following statements are true or false. Some clues are given in the charts on pages 6 and 7. Answers are given on page 12.

	True	False
1. Fruits, vegetables, and most breads and cereals have little fat.	☐	☐
2. Fruits contain cholesterol.	☐	☐
3. Chicken without skin contains less fat than chicken with skin.	☐	☐
4. Cholesterol is found in both the lean and fat of meat.	☐	☐
5. Skim milk has almost no fat.	☐	☐
6. Cholesterol is found in both egg yolk and egg white.	☐	☐
7. Mozzarella cheese (part skim milk) has less fat than natural Cheddar cheese.	☐	☐
8. Chicken is a better choice than lean beef or pork to moderate dietary cholesterol.	☐	☐

What's on a Label?

Nutrition and ingredient information on food labels can help you choose foods with less fat and cholesterol.

Nutrition Labeling

Many manufacturers include nutrition information on food labels. These labels show the amount of fat (in grams) in a serving. The product's percentage of calories from fat and the amount of polyunsaturated fatty acids (polyunsaturates), saturated fatty acids (saturates), and cholesterol may also be listed. (Amounts of monounsaturated fatty acids are seldom listed on labels.) With this information, you can compare the fat and cholesterol content of different products. For example, the following labels on two products from the same manufacturer show that compared to mayonnaise, an imitation (reduced-calorie) mayonnaise may contain only half as much fat.

Mayonnaise
Nutrition Information Per Serving

Serving size	1 tablespoon (14 g)
Servings per package	32
Calories	100
Protein	0
Carbohydrate	0
Fat (provides 99% of calories)	11 g
Polyunsaturates	6 g
Saturates	2 g
Cholesterol (50 mg/100 g)	5 mg
Sodium	70 mg

Imitation (Reduced-Calorie) Mayonnaise
Nutrition Information Per Serving

Serving size	1 tablespoon (14 g)
Servings per package	32
Calories	45
Protein	0
Carbohydrate	1 g
Fat (provides 93% of calories)	5 g
Polyunsaturates	3 g
Saturates	1 g
Cholesterol (40 mg/100 g)	5 mg
Sodium	90 mg

Ingredient Labeling

The labels of most packaged and processed foods include a list of ingredients. Ingredients are listed by weight, with the item present in the greatest amount listed first and the item present in the least amount listed last. Although amounts of ingredients are not given, the order, number, and types of fats listed can be helpful.

Mayonnaise

INGREDIENTS: Soybean oil, eggs, water, vinegar, egg yolks, salt, sugar, lemon juice, paprika, dehydrated garlic, dehydrated onion, calcium disodium EDTA to protect flavor, natural flavor.

Ingredients high in saturated fatty acids	Ingredients high in unsaturated fatty acids
Beef fat	Oils, liquid or partially hydrogenated:
Butter	corn
Cream	cottonseed
Lard	safflower
Cocoa butter	sesame
Coconut oil	soybean
Palm oil	sunflower

As shown below, both mayonnaise and imitation (reduced-calorie) mayonnaise contain unsaturated fatty acids as soybean oil. The imitation mayonnaise has more water (first item listed on the label) than the regular mayonnaise and has added carbohydrate (food starch).

If you want more information, write to the manufacturer.

Imitation (Reduced-Calorie) Mayonnaise

INGREDIENTS: Water, soybean oil, food starch—modified, egg yolks, vinegar, salt, eggs, mustard, flour, phosphoric acid, dl-α-tocopheryl acetate (vitamin E), calcium disodium EDTA to protect flavor, natural and artificial flavor, oleoresin, paprika, beta carotene (color).

Remember the following:

- To avoid too much total fat, go easy on products listing a fat or oil first, or listing many fat and oil ingredients on their label.
- Use the box on the left to help you identify ingredients providing different kinds of fats.

Trading Off

"Avoid too much fat and cholesterol" doesn't mean "never eat cheese" because it contains fat or "never eat egg yolks" because they contain cholesterol. It's the *total* amount of fat, saturated fat, and cholesterol in your diet that matters. While you may want to *moderate* your intake of some foods, you needn't eliminate them from your diet completely. Instead, *balance* high-fat foods with other foods that contain less fat and cholesterol.

The "tradeoffs" below are equations that show approximately how much fat is in some typical foods. Foods on each side of the equation provide about the same amounts of vitamins and minerals. Use these tradeoff equations along with the fat equivalents shown in the box below to help you moderate fat. For example, if you prefer to drink whole milk rather than skim, you can moderate your fat intake by omitting 2 teaspoons of fat elsewhere in your day's meals. For example, you might balance the fat in a cup of whole milk by omitting sour cream on your baked potato or reducing the dressing on your salad.

Milk Tradeoffs*

1 cup whole milk	= 1 cup skim milk + 2 tsp. fat
1 cup 2% lowfat milk	= 1 cup skim milk + 1 tsp. fat
8 ounces plain lowfat yogurt	= 1 cup skim milk + 1 tsp. fat
1-1/2 ounces natural cheese	= 1 cup skim milk + 3 tsp. fat
2 ounces process American cheese†	= 1 cup skim milk + 4 tsp. fat
1/2 cup ice cream	= 1/3 cup skim milk + 2 tsp. fat + 3 tsp. sugar

Meat Tradeoffs*

2 ounces bologna†	= 1 ounce lean meat, fish, or poultry + 3 tsp. fat
2 tbsp. peanut butter	= 1 ounce lean meat, fish, or poultry + 3 tsp. fat
1/4 cup seeds	= 1 ounce lean meat, fish, or poultry + 4 tsp. fat
1/3 cup nuts	= 1 ounce lean meat, fish, or poultry + 5 tsp. fat

Fat Equivalents

1 tsp. margarine, butter, or oil =

5 tsp. sour cream or whipped cream

4 tsp. light (table) cream

3 tsp. mayonnaise-type salad dressing or cream cheese

2 tsp. italian or french salad dressing or imitation margarine

1 tsp. mayonnaise

You can also trade off according to food preparation method. For example:

18 potato chips†	= 1 medium boiled potato + 3 tsp. fat
10 french fries†	= 1 medium boiled potato + 2 tsp. fat

*Tradeoffs are approximations based on the calories and nutrients in these types of foods. Individual foods vary.

†These foods are usually high in sodium. See bulletin on avoiding too much sodium.

The charts below show
and cholesterol in sele
Look for the groups of
each to see where the
and cholesterol come fr

Vegetables

Served plain, vegetables are low in fat and none of them contain cholesterol. But, added ingredients and "extras" such as sauces can change the picture.

		Total fat	Saturated fatty acids	Cholesterol
		grams	grams	milligrams
Potatoes:				
Baked	1 medium	trace	trace	0
French fries	10 strips	8	3	0
Chips	10 chips	7	2	0
Au gratin	1/2 cup	19	12	56
Cabbage:				
Cooked	1/2 cup	trace	trace	0
Coleslaw	1/2 cup	2	trace	5
Stirfried vegetables	1/2 cup	3	trace	0

Breads/Cereals/Other Grain Products

Grains are naturally low in fat and cholesterol, but ingredients used in preparation of bread and cereal products may contain considerable amounts. Some spreads also add fat, saturated fatty acids, and cholesterol.

		Total fat	Saturated fatty acids	Cholesterol
		grams	grams	milligrams
Bread:				
White	1 slice	1	trace	0
Whole-wheat	1 slice	1	trace	0
Bagel, plain	1 bagel	2	trace	0
Biscuit	1 biscuit	5	1	trace
Roll, dinner	1 roll	2	1	trace
Coffee cake	1 piece	7	2	47
Danish pastry	1 piece	12	4	49
Doughnut, yeast	1 doughnut	13	5	21
Muffin, blueberry	1 muffin	5	2	19
Pancake	1 pancake	2	1	16
Waffle	1 waffle	8	3	59
Oatmeal, cooked	1/2 cup	1	trace	0
Shredded wheat	1 biscuit	trace	0	0
Granola	1/3 cup	5	3	0
Rice, white, cooked	1/2 cup	trace	trace	0
Fried rice	1/2 cup	6	1	51
Cookie, oatmeal	1 cookie	2	1	1

Milk/Cheese/Yogurt

Lowfat milk provides about the same nutrients as whole milk, but less fat, saturated fatty acids, and cholesterol.

		Total fat	Saturated fatty acids	Cholesterol
		grams	grams	milligrams
Milk:				
Whole	1 cup	8	5	33
2% fat	1 cup	5	3	18
Skim	1 cup	1	trace	5
Buttermilk	1 cup	2	1	9
Yogurt:				
Lowfat plain	8-ounce carton	4	2	14
Lowfat fruit-flavored	8-ounce carton	2	2	10
Cottage cheese:				
Creamed	1 cup	9	6	31
Lowfat	1 cup	4	3	19
Cheese:				
Natural Cheddar	1 ounce	9	6	30
Mozzarella, part skim milk	1 ounce	5	3	15
Process American	1 ounce	9	6	27
Macaroni and cheese	3/4 cup	17	7	32
Vanilla ice cream	1/2 cup	7	4	30
Vanilla ice milk	1/2 cup	3	2	9

proximate amounts of fat
ed foods by food group.
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at, saturated fatty acids,
in your diet.

Meat/Poultry/Fish/Alternates

You can trim off most visible fat. But cholesterol is found in both lean and fat. Dry beans and peas (often used in place of meat) contain no cholesterol, and most contain very little fat.

		Total fat	Saturated fatty acids	Cholesterol
		grams	grams	milligrams
Beef arm, roasted:				
Lean and fat	3 ounces	16	8	80
Lean only	3 ounces	6	3	77
Ground beef, cooked:				
Regular	3-ounce patty	17	7	77
Lean	3-ounce patty	15	6	80
Pork rib, roasted:				
Lean and fat	3 ounces	20	7	69
Lean only	3 ounces	12	4	67
Beef liver, fried	3 ounces	9	2	372
Chicken, light and dark meat, roasted:				
With skin	3 ounces	12	3	75
Without skin	3 ounces	6	2	76
Halibut fillets, broiled, with margarine	3 ounces	6	1	48
Tuna salad	1/2 cup	10	2	40
Crabs, hard-shell, steamed	2 medium	2	0	96
Dry beans, cooked	1/2 cup	1	trace	0
Peanut butter	2 tablespoons	16	2	0
Egg, large, cooked	1 yolk	6	2	274
	1 white	trace	0	0

Fruits

Fruits add interesting colors, textures, and flavors to meals and snacks. Most are very low in fat and none contain cholesterol.

		Total fat	Saturated fatty acids	Cholesterol
		grams	grams	milligrams
Apple	1 medium	trace	trace	0
Avocado	1/2 medium	15	2	0
Banana	1 medium	1	trace	0
Olive, green	5 large	3	trace	0
Olive, ripe	5 large	5	1	0
Orange	1 medium	trace	trace	0
Peach	1 medium	trace	trace	0
Strawberries	5 berries	trace	trace	0
Mixed fruit with cream dressing	1/2 cup	10	3	18

Fats/Sweets

Fat can add up from the "extras" you add and the desserts you eat.

		Total fat	Saturated fatty acids	Cholesterol
		grams	grams	milligrams
Butter	1 tablespoon	11	7	31
Margarine:				
Soft	1 tablespoon	11	2	0
Stick	1 tablespoon	11	2	0
Vegetable oil (corn)	1 tablespoon	14	2	0
Salad dressing:				
Mayonnaise	1 tablespoon	11	2	8
Mayonnaise-type	1 tablespoon	5	1	4
Italian, low-calorie	1 tablespoon	trace	trace	0
Italian	1 tablespoon	9	1	0
Cream:				
Sour	1 tablespoon	3	2	5
Light (table)	1 tablespoon	3	2	10
Nondairy, frozen	1 tablespoon	2	1	0
Cream cheese	1 ounce (2 tablespoons)	10	6	31
Cake, frosted, devil's food	1/12 8"-layer	11	5	50
Brownie	1 brownie	6	1	18
Pie, apple	1/6 pie	18	5	2

15 Tips
to Help You Avoid Too Much Fat, Saturated Fat, and Cholesterol

1. Steam, boil, or bake vegetables; or for a change, stirfry in a small amount of vegetable oil.
2. Season vegetables with herbs and spices rather than with sauces, butter, or margarine.
3. Try lemon juice on salads or use limited amounts of oil-based salad dressing.
4. To reduce saturated fat, use margarine instead of butter in baked products and, when possible, use oil instead of shortening.
5. Try whole-grain flours to enhance flavors of baked goods made with less fat and cholesterol-containing ingredients.
6. Replace whole milk with skim or lowfat milk in puddings, soups, and baked products.
7. Substitute plain lowfat yogurt, blender-whipped lowfat cottage cheese, or buttermilk in recipes that call for sour cream or mayonnaise.
8. Choose lean cuts of meat.
9. Trim fat from meat before and/or after cooking.
10. Roast, bake, broil, or simmer meat, poultry, or fish.
11. Remove skin from poultry before cooking.
12. Cook meat or poultry on a rack so the fat will drain off. Use a nonstick pan for cooking so added fat will be unnecessary.
13. Chill meat or poultry broth until the fat becomes solid. Spoon off the fat before using the broth.
14. Limit egg yolks to one per serving when making scrambled eggs. Use additional egg whites for larger servings.
15. Try substituting egg whites in recipes calling for whole eggs. For example, use two egg whites in place of each whole egg in muffins, cookies, and puddings.

Modifying Your Recipes

Here's an example of how to use these tips. The recipe below shows simple adjustments in a typical beef stroganoff recipe that can help you moderate fat and cholesterol.

Changes from typical recipe:

Use a less fatty meat cut - round steak in place of sirloin - and trim fat from meat.

Use buttermilk in place of sour cream.

Use a nonstick pan and no butter to cook the meat.

Prepare gravy with buttermilk instead of butter.

Light Beef Stroganoff

4 servings, 1/2 cup stroganoff and 1/2 cup noodles each

Per serving:

Calories	255	Cholesterol	83 milligrams
Total fat	6 grams	Sodium	371 milligrams
Saturated fatty acids	2 grams		

Beef round steak, boneless, trimmed	3/4 pound
Fresh mushrooms	1/4 pound
Onion, sliced	1/2 cup
Beef broth, condensed	1/2 cup
Water	1/2 cup
Catsup	1 tablespoon
Pepper	1/8 teaspoon
Flour	2 tablespoons
Buttermilk	1 cup
Noodles, cooked, unsalted	2 cups (about 2-1/2 cups uncooked)

1. Slice steak across the grain into thin strips, about 1/8-inch wide and 3 inches long. (It is easier to cut thin slices of meat if it is partially frozen.)
2. Wash and slice mushrooms.
3. Cook beef strips, mushrooms, and onion in nonstick frying pan until beef is lightly browned.
4. Add broth, water, catsup, and pepper. Cover and simmer until beef is tender, about 45 minutes.
5. Mix flour with about 1/4 cup of the buttermilk until smooth; add remaining buttermilk. Stir into beef mixture. Cook, stirring constantly, until thickened.
6. Serve over noodles.

For each serving, these changes result in savings of 240 calories, 24 grams total fat, 15 grams saturated fatty acids, and 62 milligrams cholesterol.

Feature fish and Turkey in tasty main dishes that are low in fat.

Italian Fish Rollups

4 servings, 1 rollup each

Per serving:

Calories	125	Cholesterol	57 milligrams
Total fat	1 gram	Sodium	461 milligrams
Saturated fatty acids	Trace		

Flounder fillets, fresh or frozen, without skin	1 pound
Frozen french-style green beans	9-ounce package
Onion, chopped	2 tablespoons
Boiling water	1/2 cup
Tomato sauce	8-ounce can
Oregano leaves	1/4 teaspoon
Basil leaves	1/4 teaspoon
Garlic powder	1/8 teaspoon
Grated Parmesan cheese	1 tablespoon

1. Thaw frozen fish in refrigerator overnight. Divide fish into 4 servings.
2. Add beans and onion to boiling water. Cover and boil gently until beans are tender-crisp, about 7 minutes. Drain.
3. Place 1/4 cup of the bean-onion mixture in middle of each fish portion.
4. Start with narrow end of fillet and roll. Place in baking pan with end of fillet underneath.
5. Mix tomato sauce, oregano, basil, and garlic powder. Pour over fish rollups.
6. Sprinkle with cheese.
7. Bake at 350°F (moderate oven) until fish flakes easily when tested with a fork, about 45 minutes.

Turkey Divan

4 servings, about 3/4 cup each

Per serving:

Calories	165	Cholesterol	58 milligrams
Total fat	4 grams	Sodium	269 milligrams
Saturated fatty acids	2 grams		

Frozen broccoli spears	10-ounce package
Turkey breast, cooked, sliced	8 ounces
Cornstarch	2 tablespoons
Turkey broth, unsalted	1/2 cup
Skim milk	1/2 cup
Natural Cheddar cheese, shredded	1/3 cup
Salt	1/4 teaspoon

1. Cook broccoli as directed on package until just tender. Drain.
2. Arrange broccoli in 1-1/2-quart casserole. Lay turkey slices on top of broccoli.
3. Mix cornstarch with broth in saucepan until smooth. Add milk. Cook, stirring constantly, until thickened. Remove from heat.
4. Add cheese and salt. Stir until cheese melts.
5. Pour sauce over turkey.
6. Bake at 375°F (moderate oven) until sauce is bubbly, about 25 minutes.

Highlight vegetables in interesting mixtures...

Squash-Broccoli Medley

4 servings, about 1/2 cup each

Per serving:

Calories	30	Cholesterol	0
Total fat	1 gram	Sodium	165 milligrams
Saturated fatty acids	Trace		

Fresh mushrooms, sliced	1/2 cup
Margarine	1 teaspoon
Fresh broccoli, cut in 1-inch pieces	1 cup
Fresh yellow summer squash, sliced	1 cup
Fresh zucchini squash, sliced	1 cup
Salt	1/4 teaspoon
Pepper	1/8 teaspoon
Water	1/2 cup
Lemon rind, grated	1/4 teaspoon

1. Cook mushrooms in margarine in nonstick frypan until lightly browned.
2. Add remaining ingredients except lemon rind.
3. Cover and boil gently until vegetables are tender, about 10 minutes. Drain.
4. Gently stir in lemon rind.

Chili Bean Dip

About 1-1/3 cups

Per tablespoon:

Calories	15	Cholesterol	0
Total fat	Trace	Sodium	59 milligrams
Saturated fatty acids	0		

Kidney beans	15-ounce can
Drained bean liquid	3 tablespoons
Vinegar	1 tablespoon
Chili powder	1 teaspoon
Ground cumin	1/8 teaspoon
Onion, grated	2 teaspoons
Parsley, chopped	2 teaspoons

1. Drain kidney beans; save liquid.
2. Place drained beans, bean liquid, vinegar, and seasonings in blender. Blend until smooth.
3. Remove mixture from blender. Stir in onion and parsley.
4. Chill thoroughly.
5. Serve with crisp vegetable sticks.

...or dress them up with lowfat dips or dressings.

Yogurt-Dill Salad Dressing

About 1 cup

Per tablespoon:

Calories	10	Cholesterol	1 milligram
Total fat	Trace	Sodium	10 milligrams
Saturated fatty acids	Trace		

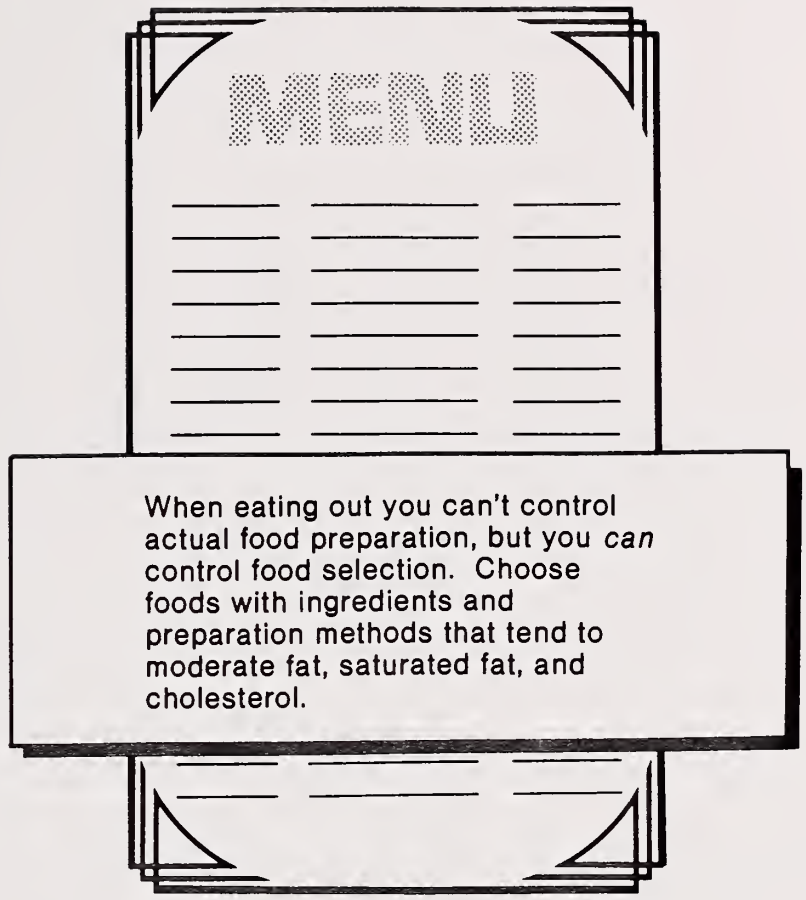
Plain lowfat yogurt	8-ounce carton
Onion, very finely chopped	2 teaspoons
Lemon juice	1 teaspoon
Dill weed, crushed	1/2 teaspoon
Dry mustard	1/4 teaspoon
Garlic powder	1/8 teaspoon

1. Mix all ingredients thoroughly.
2. Chill until served.
3. Serve over tossed green salad.

Fat and Cholesterol...True or False?

(Answers to Quiz on page 3.)

1. True. See "Primer."
2. False. Fruits, vegetables, and grains contain no cholesterol. Cholesterol is found only in foods of animal origin.
3. True. Chicken without skin contains only half as much total fat as chicken with skin.
4. True. See "Primer."
5. True. See "Primer."
6. False. Cholesterol is found only in egg yolk. Reduce cholesterol by substituting egg whites for whole eggs or egg yolks in muffins, cookies, puddings, and pie fillings.
7. True. See "Primer."
8. False. The cholesterol contents of lean beef or pork and chicken are about the same when size of serving is the same.



When eating out you can't control actual food preparation, but you *can* control food selection. Choose foods with ingredients and preparation methods that tend to moderate fat, saturated fat, and cholesterol.

Want More Information?

- Read the other bulletins in this series.
- Contact your local county Extension agent, public health nutritionist, or dietitian in hospitals or other community agencies.
- Contact the American Heart Association, National Center, 7320 Greenville Avenue, Dallas, Texas 75231 or your local American Heart Association.
- Look through cookbooks in your local library for other recipes to help you moderate fat, saturated fat, and cholesterol. Evaluate the recipes on the basis of what you have read in this bulletin.
- Contact the Human Nutrition Information Service (HNIS) for a list of current publications on guidelines topics. The address is U.S. Department of Agriculture, HNIS, Room 360, 6505 Belcrest Road, Hyattsville, Maryland 20782.

NACHOS
Center #13 Part A

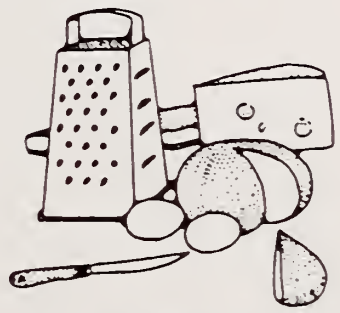
Dear Leader,

Please read the **How to: grate cheese** section in FIT IT ALL TOGETHER Activity Booklet on page 12.

Read these changes in the directions:

1. Wash hands with soap.
2. Use the knife to open the package of cheese.
3. Grate cheese. 1/4 c. packed or 1/2 c. loosely packed.
4. Discuss with your partner ideas for handling clean-up in your 4-H group. An example - "Eating follows clean-up".

Demonstrate how you would grate cheese to a group of 7 youngsters, ages 7 to 12 years.



NACHOS
Center #13 Part B

Dear Leader,

Make the nachos recipe on page 11 in the same Activity Booklet. Use these instructions:

1. Remove tray from small toaster oven.
2. Preheat the toaster oven to bake at 350 .
3. Line the toaster oven tray with foil. Using scissors, cut 2 corn tortillas into 4 pieces each.
4. Place the 8 tortilla pieces on the tray to bake. Put the tray in the oven for 8 - 10 minutes or until the pieces are crispy like tortilla chips.*

   * Suggestion: while you wait, use the time to clean up and look at Part C.

5. Use the pot holder to remove the tray from the oven.
6. Bake chips for 2 - 3 minutes or until the cheese melts.
7. Use the pot holder to remove the hot tray from the oven.
8. Eat the chips while hot. Try the spicy taco sauce for added zest.
9. Please leave this center clean for the next group of leaders.

4-H/EFNEP

ON THE ROAD TO A CROSS-CULTURAL EDUCATIONAL APPROACH

PREPARING A MULTICULTURAL ENVIRONMENT IN YOUR PROJECT

Youth growing up in California are exposed to people from many different cultures throughout their daily activities: during play, at school, shopping, field trips, etc. For a young child, this interaction represents opportunities for inquiry and exploration. It is up to us as parents and leaders to help our youth understand and appreciate diversity by becoming familiar with the many different cultures that make up our community and our world. We can help our youth by exposing them to the different cultures and explaining the many things we all have in common as people; and the differences that we can learn to share.

Understanding the value of diversity and practicing tolerance and respect can lead to a greater appreciation of one another. People can become more willing to help each other. Through this exchange everyone can grow and become richer in spirit as individuals and richer in love of humanity.

The best way to guide and teach is to be an example. Youth can then model our behavior. If children see us respect others, they will learn to be respectful. If children are respected, they will have more respect for themselves. To model is to teach.

Teachers are models for children; therefore they should show respect and concern for all people.

Teachers encourage children to explore, to initiate, to question, to grapple with tough questions, and to be active rather than passive learners.

Teachers provide experience through which children can begin to develop their own values. Teachers are active participants in children's learning

Teachers pass their own values and attitudes on to children both intentionally and unintentionally; therefore it is important that they be keenly aware of their own attitudes and values.

Hilde Taba's 1955

WHY DO WE NEED TO MAKE OUR PROJECT MULTICULTURAL

The goal of the 4-H program is to help youth develop life survival skills. This encompasses the developing of a positive self-concept for all youth. These strong, positive feelings about themselves should help prepare youth to develop positive racial attitudes and to better accept differences and diversity. An important aspect of our program is the commitment to broadening youth's awareness of the diverse cultural heritage we share.

A multicultural environment provides a background to learn, explore, to experience the wealth of diversity. Multicultural education encompasses:

1. Understanding human differences, cultures, race, occupation, socio-economic status, age, gender, sexual orientation, physical traits and needs.

2. Teaching youth to recognize that everyone has a culture which influences a person's attitudes and actions.

3. Learning about the beliefs and attitudes of people living in our communities and all over the world.

4. Learning to appreciate themselves and others; and how to relate and respect others.

MAKING 4-H GOALS AND EXPECTATIONS MULTICULTURAL

Multiculturalism is not a new methodology which can be added onto an education program like 4-H. A multicultural approach in 4-H requires the reflection of our own value system and the values which 4-H represents. Making 4-H goals multicultural, requires the acceptance of diversity, differences, the respect for each others' cultures and values; and an active support of the right to be different.

AN ANALYSIS OF 4-H VALUES WITH RESPECT TO OTHER CULTURES

4-H IS A FAMILY ORIENTED PROGRAM: Traditionally in our country we consider family: a father, mother and siblings. Program activities are geared to help youth develop cooperative skills.

FAMILY IN A MULTICULTURAL PERSPECTIVE: In many cultures family includes extended family members like, uncles, aunts, cousins, nephews, etc. Daily activities are based on cooperative work. Elderly adults are the head of the family and they are consulted when a family decision is taken. Family in some other cultures means members living in the neighborhood.

4-H HELP YOUTH DEVELOP A POSITIVE SELF-IMAGE: We believe that all people are equal and roles are not determined by sex. We believe in the future and progress. Fate and luck do not determine our lives. Concrete actions and results are expected. People should be self-reliant, independent and ahead of everyone else.

SELF-CONCEPT IMAGE IN A MULTICULTURAL PERSPECTIVE: The self-concept value in many cultures is determined by the role taken by the individual within the family structure. Sex differences determine your understanding and perception of who you are and what you are expected to do. Fate, luck and religion are important in deciding what will happen in the future. Self-reliance is measured by the ability of a person to provide help to the family. This successful individual will have the respect of the family and community.

4-H HELP YOUTH LEARN BY DOING, DISCOVERY AND EXPLORATION: In 4-H we believe that learn-by-doing is planning activities by the project leader and followed by the member on a hands-on experience. The goal is the completion of a project to be included in record books for star ranking.

LEARN BY DOING, DISCOVERY AND EXPLORATION IN A MULTICULTURAL PERSPECTIVE: In many cultures learn-by-doing means learning the family traditions and hobbies by participating in family, community gatherings and other social events. Some cultures stress contemplative thinking, watching and listening; emphasis on feelings rather than knowledge is given.

4-H HELP YOUTH TO BE GOAL ORIENTED AND ASSERTIVE: In 4-H we believe that to excel, to be assertive, to be outwardly cordial and outgoing is important. Failure is viewed as a sign of incompetence and inability to take on responsibility.

GOAL ORIENTATION AND ASSERTIVENESS IN A MULTICULTURAL PERSPECTIVE: Means pacing your daily activities around the family activities and tasks. Human relations, feelings and cooperation are important. To question authority or to argue back and forth with adults is not acceptable. Setting of goals in many instances are predetermined by tradition or religion.

Being aware of cultural differences will help us understand some of the reasons behind youth behavior, physical and emotional interaction. It will help us understand the emotional and physical exhaustion that a child from other cultures goes through to adjust and survive in the dominant culture. It will help us give support to the youth in establishing a viable identity in two cultures, their home and the surrounding community.

LEVELS OF IMPLEMENTATION IN MULTICULTURAL CURRICULUM

Because each leader has different skills, teaching situations, and life experiences, it would be unrealistic to expect every person to bring the same commitment to developing multicultural experiences for youth.

There are different levels of involvement in implementing a multicultural curriculum. A 4-H project leader can begin at any level but it should be done in stages.

LEVEL 1: Development of Fundamental Social Skills

GOAL:

At this level leaders would work toward the development of a strong self-concept and positive cultural identity. This can be done by planning activities which require teamwork in reaching a common goal. Some recommended activities:

1. Celebration of a variety of holidays such as Christmas, Hanukah, Kwanza, Navidad, etc.

2. Another activity could be investigating the sex and ethnic stereotyping that can be found in pictures and advertisement. Encourage youth to bring in magazines that portray sex or ethnic discrimination. Each youth shares one picture with the class and analyzes why the picture suggests stereotype. This activity helps youth understand that stereotyping ignores individual's diversity and limits individual opportunities.

3. Feelings and words - see recommended games.

LEVEL 2: Development of Cultural Awareness and Knowledge

GOAL:

At this level the leader provides experiences which help youth understand about other cultures, races, sex and ehtnic groups.

Activities:

1: Invite adults, parents, community members to share special skills related to their cultural heritage.

2: A trip to cultural centers, museums, dances, would be appropriate.

3: Demonstrate the great variety of methods used in doing similar activities. Cooking activities are excellent to show similarities. Rice is a perfect example of a food that is cooked and eaten differently depending on the cultural heritage of the people cooking.

LEVEL 3: Development of Positive Working Relationship with People Of Diverse Cultures

GOAL:

At this level the leader designs activities which help youth identify cultural differences and similarities. Activities planned should focus on the similarities and commonalities as human beings.

Activities:

1. An activity can begin by sharing information about families. Youth can be asked who do they live with? Who do they consider as family? Leader can write responses on a piece of butcher paper. You can talk about the many different kinds of family units that exist in our culture and other cultures and identify cross-cultural similarities. Some of the similarities may be a family, a group of people, sharing shelter, love and affection.

2. Make a big mural of collages about the different family structures that exist in the group. Consolidate this part of the unit by finding the activities in which all families are alike; i.e., all eat, work, play, wear clothes, need love, attention and praise.

3. See "We are the World, We Are the People" activity.

THE 4-H EXPANDED FOOD AND NUTRITION PROGRAM AS A TEACHING TOOL FOR AFFIRMING CULTURAL DIVERSITY

4-H nutrition activities will help youth get a sense of the importance of cultural heritage and its effect on our daily activities.

Growing, cooking and eating food are central to all cultures. A multicultural approach to 4-H EFNEP will encourage youth to experiment with foods other than with those they are familiar. A general notion of the connections between cultural heritage and the process of cooking, preparing, eating and growing food will be recognized.

A leader may elect a unit on breads from different cultures. As the youth prepare tortilla, cornbread, pita bread, whole wheat bread, french bread, moc shu pork wrappers, they will be able to compare the cooking processes, meal-times, and frequency at which the food is eaten. Youth can compare the similarities and differences in the eating and preparation habits as related to the culture of the family, i.e., tortillas are eaten at every meal in many Central American countries and Mexico, French Bread is eaten at all hours in in many European countries.

A trip to the closest ethnic grocery store can teach youth to identify the labeling, nutrition information and cost. Language, and packaging can help youth discover the origin of some of their favorite dishes. An activity can be to locate on a world map the country of origin of some of the foods they eat at home, school, etc., i.e., potatoes, corn, nuts; from Peru; bananas, mangos, coconut from South America; pinneaple from Hawaii, etc.

Growing fruits and vegetables may help youth understand that in many cultures the consumable vegetables are grown in home backyards, i.e., many Northern European countries. Youth can begin to discover that habitat, as well as cultural heritage, greatly influences where and how products are grown and how they are prepared and served.

On a world map identify, climate, soil, and water resources of various countries. Another activity could be to identify spices and their country of origin and discover how were they brought to this country. Experiment cooking with new spices, i.e., chutney, cinnamon, of Indian origin, brought to America by the Spaniards. Youth may also explore the reasons why health, behavior and living styles of people around the world are different.

The celebration of special holidays and festivities in many cultures are usually accompanied with traditional foods and dances. Leaders may encourage youth to gather information, classify, differenciate, hypothesize, match and infer the reason for special dishes, and preparing dances and rituals.

Some of these festivities are: Cinco de Mayo, Chinese New Year, Columbus Day, Cherry Blossom Festival, Hanukah, Kwanza, Dia del India.

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REMEMBER:

- Help the group identify the reasons behind the eating patterns and living styles.
- Help youth discover culture by raising new questions and new possibilities by seeing cultural folklore from different angles.
- Help youth identify and gather evidence that might help them reach a concept about a culture.
- Help youth learn to solve cultural differences and conflicts cooperatively.

TIPS FOR WORKING WITH PEOPLE OF DIVERSE BACKGROUND

Working with a diverse group requires the understanding, acceptance and respect for others "who are like us" and "those who are different." Simply knowing a person's national origin or socioeconomic status does not constitute a full understanding of their culture.

Here are some tips that will help you in working with people of diverse backgrounds:

1. Validate youth's personal experiences by respecting their source of knowledge and growth.

2. All individuals are worthy. Worth is based on the individual self not on someone else's worthlessness.

3. Affirm value differences. Remember each person is unique and special. Differences give the group strength and cohesiveness.

4. Collect information from other cultures and find the similarities to one's culture.

5. Provide opportunity for open dialogue allowing youth to openly discuss and communicate their perceptions so that others can hear different points of view.

6. Provide supportive environment for those who can not articulate well. Sometimes youth do not communicate for the fear of being evaluated or judged as inadequate. It may just simply be the result of the discomfort associated with the language.

7. Identify common goals, activities and bonding at the beginning of each activity.

8. Be aware of your personal attitudes and values. Not everyone praises future planning.

9. Be flexible in social expecations and behavior avoiding the prevalence of one's culture over another. Avoid judgement, prejudices and stereotyping.

REMEMBER:

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- Help youth discover culture by raising new questions and new possibilities by seeing cultural folklore from different angles.
- Help youth identify and gather evidence that might help them reach a concept about a culture.
- Help youth learn to solve cultural differences and conflicts cooperatively.

10. And, when there is conflict, try to use the DESP approach:

D: Describe the behavior which you feel is different or inappropriate for the group.

E: Express your feelings and reactions to the behavior and ask the group about their feelings and reactions.

S: Specify the behavioral change you are requesting with a rationale for the request or let the group give a rationale why a behavior change is necessary.

P: Give a positive feedback from the from behavioral change you suggested. Or ask the youth to recognize the behavior change.

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ACTIVITY I

TRUST ME I'M OK!

OBJECTIVE

To develop trust and cooperation among a group of youth from diverse cultural backgrounds.

4-H GOAL

Learning to work with others.

MATERIALS NEEDED

None.

PROCEDURE

1. Ask members to form two lines and face each other. Ask them to give each other a "brotherhood handshake." (Use both hands and firmly grasp each other). Exchange names and give a compliment to each other.

2. Have everyone in the group stand in a circle, shoulder to shoulder. You might want to arrange the group according to size so that they can easily touch shoulder to shoulder.

3. Next, have everyone turn to the right.

4. Then, very gently have everyone put their hands on the person's shoulder in front of them and sit down on the lap of the person behind them. Everyone must do this precisely at the same moment.

5. The key of this activity is the completion of the task. If the group is not successful, repeat it again.

BRAINSTORM

1. Were each of you important in completing the task?

2. Was cooperation and trust important?

3. How did you feel being close to somebody you may not know?

4. Was it difficult to trust the person behind you?

Adapted from "New Games Book". The New Games Foundation.

ACTIVITY II

WHICH GROUP DO I BELONG TO?

OBJECTIVE

A multicultural activity to enhance cooperation and problem solving while learning to identify the food groups.

4-H GOAL

Learning to work as a group.

MATERIALS NEEDED

Construction paper
Magazine with food pictures
String

PROCEDURE

1. While members are sitting down in a circle, the leader will place a picture of a food item on their back, face side visible.

2. Members should not speak or look at their picture. This is a non-verbal exercise.

3. Youth should be able to form 5 food groups, i.e., fruits and vegetables together, milk and cheese together, etc.

4. Members can lead others to the proper place without talking.

5. To inject a greater sense of challenge and cooperation, inform the group that they are being timed.

6. If there is too much turmoil ask everyone to freeze and remind them that cooperation is required to complete the game.

BRAINSTORMING

1. How many people helped someone else get to the right place?

2. How did you find your place?

3. How did you feel being lost, not knowing where you belong?

4. How did you feel about not being able to speak?

5. How did you feel being ignored without help?

ACTIVITY III

I NEED A GOOD BUDDY

OBJECTIVE

A cross-cultural game geared to teach youth communication and listening skills to help them become more aware of other people's needs and feelings.

4-H GOAL

Developing caring and accepting attitudes.

MATERIALS NEEDED

None.

PROCEDURE

1. Divide members in groups of four and assign roles.

   CHARACTER ROLES

   EAR KING: The person who will be the listener. He/she is a friendly person and most of the members of the group get along with he/she including, Running Deer.

   NOISY BUZZ: Is a person who is always making jokes and tries to get attention from everybody. He/she is bored, distracted, unable to concentrate. He/she seems indifferent to other people's feelings and problems. He/she will try to get Ear King's attention so that Running Deer feels bad. Running Deer does not belong in the group.

   RUNNING DEER: Is a new person, not very vocal, shy with low voice. Although he/she looks like everybody else, he/she behaves, thinks and dresses differently. He/she lives in a different part of town. Very few students in the class say hello.

   THE OBSERVANT: Is a person who is quiet, wise, vocal. He/she likes to observe other people's behavior. Although he is not very vocal, he/she has been accepted into the group. He/she lives in the area.

2. SITUATION

   This is a class with twenty youth, most of them live close to the school but some, like Running Deer, come from another part of town. Today, in the classroom, the teacher discussed the drought, famine, and agriculture. Everyone is ready for a break. Nobody likes to think about things that will not happen to them. After all, drought and famine only happen in poor countries. The bell rings and Ear King is ready for his/her usual break activities with his/her buddies.

EAR KING: You have just realized that your best buddies are not in the school today. You know Running Deer and have talked to him/her once in a while. Your role is to try to listen to Running Deer even though he/she is not your favorite person and you know that the kids in your class think he/she is weird.

NOISY BUZZ: Your role is to be funny, bouncy, and make fun of people. You think Running Deer does not belong in the group. You will try very hard to make Running Deer feel bad.

OBSERVANT: You are a few feet apart from Ear King, Noisy Buss, and Running Deer. You like to observe people's behavior. In this case, observe the following:

a. How did Running Deer look when he approached Ear King?

b. Did Ear King listen to Running Deer? Was he/she attentive or trying to get away from the situation?

c. Did Ear King give some kind of feedback to Running Deer? Notice if Ear King ignored the conversation. Did his body language show that he/she felt funny talking to Running Deer.

d. What makes Noisy Buzz interrupt the conversation and make funny remarks?

   Was he/she funny in trying to disrupt Running Deer and Ear King's conversation? Was he successful?

   Was Noisy Buzz:

   - fiery
   - too noisy
   - intimidating
   - sarcastic
   - mean
   - arrogant
   - afraid

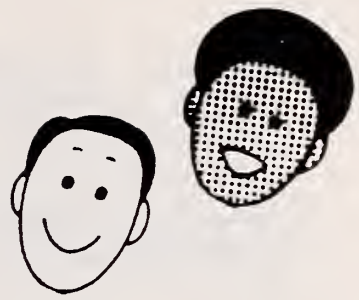
3. After the role playing is completed, the Observant should report his/her observations.

4. Brainstorm with the group about the following:

   How many of them have experienced similar situations as Running Deer? Being shy, quiet, new and not very accepted by the group.

   How many have experienced similar circumstandes in the school or group?

   Do you know anybody in school like Running Deer? Why is Running Deer not accepted in the group like the others are?



ACTIVITY IV

WHO WE ARE
(Knowledge Chart)

OBJECTIVE

To help members feel good about themselves and their backgrounds while developing common awareness required for group unity.

4-H GOAL

Learning about others.

MATERIALS NEEDED

- Butcher paper (approximately 8 feet long)
- Color markers

PROCEDURE

1. Knowledge Chart should be designed prior to the group meeting. The chart has headings selected to facilitate mutual awareness.

SAMPLE OF KNOWLEDGE CHART

KNOWLEDGE CHART

NAME	PLACE OF BIRTH (County, State)	CULTURAL IDENTITY How Do You See Yourself?	I AM HERE BECAUSE....	VISION FOR ME IN 5 YEARS
	Mother Father Self			
Pity	Peru Peru Peru	Latino woman	I want to learn more about 4-H	Professor at a university

2. As members arrive, have them write on the Knowledge Chart with a felt pen. They should be encouraged to read the histories of others to better understand each other. Youth should be encouraged to discover the common interest and background they have with others.

3. After everyone is done, each member should read what they have written to validate their experience and who they are?

4. When everyone is done reading the chart, each member is to find a partner which according to the chart share some common interests, background, vision, etc.

5. Each member will ask questions of each other with the purpose of finding out more common interests and activities. Members should write all their discoveries.

6. Have each pair introduce themselves and share the list of things they have in common. As the pair reports their findings, the leader should write their findings on a piece of butcher paper.

7. After everyone is done reporting, find other four members who share the same interests. Continue until you make the group realize that they have discovered they all share common interests even though they have different backgrounds.

8. Validate the experience of discovery by stressing the sharing of thoughts and feelings that will facilitate a greater understanding between the participants.

Adapted from Los Hijos Approach - Robert Vargas 1987.

ACTIVITY V

THE TORTILLA OF MY LIFE

OBJECTIVE

To produce a graphic representation of how one spends one's time, understanding that each person has control in making changes. Each member can change the use of time, as it relates to one's personal goals.

4-H GOALS

Goal setting and time management.

MATERIALS NEEDED

A sheet of paper and a pencil or crayon.

PROCEDURE

1. Draw a large circle on an unlined piece of paper, and at the 12:00 o'clock position, draw a radius which represents the beginning of the day.

2. Ask each member to list the activities they do on a daily basis beginning with getting up, getting ready to go to school, taking the bus, at school, etc., until they go to bed.

3. Then, in proportion to the amount of time they spent on each activity, ask members to divide the tortilla in sections. Whether the tortilla is made up of numerous small segments or fewer but larger segments, will depend on the guidance of the leader.

4. Ask members to add 4-H meetings, committees, field trips, etc. and fit it into their tortilla. Remind them that there is only twelve hours to divide.

5. Members should rearrange the sections of their tortilla to work toward their personal priorities. Each member has individual priorities.

6. Leaders should not help the member rearrange time but should express empathy for the member's dilema in what he/she should trade off in order to allocate 4-H or other new activities into their tortilla.

7. Members should be challenged to try to stick to the way they have divided their time in their tortilla. The tortilla will help them clarify their alternatives, choices, tensions, and conditions affecting the members' time.

ACTVITY VI

THE MIRROR

OBJECTIVE

To help youth understand and accept themselves as unique individuals and are capable of contributing to the group.

4-H GOAL

Positive self-image and acceptance.

MATERIALS NEEDED

- 1 small mirror large enough to see your face
- 1 large mirror long enough to include every face of the members of the group.

PROCEDURE

1. Leader should begin this activity by talking about how everyone likes to see themselves in the mirror, the number of mirrors they have at home, whether youth have pocket mirrors, how many times members comb their hair in front of the mirror.

2. Each youngster should look at themselves in the mirror they have and make notes on the size of their face, and describe the shape of their face, color of their eyes, hair and skin color.

3. Given adequate time for the members to feel comfortable with the mirror, the leader should ask the group to trace back their features to the person they resemble, i.e., mom, date, sister, aunt, etc.

4. Ask for volunteers to share their resemblances and whether they like their face or not.

5. After the sharing, leader should ask the group to look at themselves in the mirror again but this time making a silly face, whistle face, scary face, angry face, etc. Ask the youth to think back on situations when their faces were sad, angry, happy. Members should share with the group if they feel their faces show their feelings or conceal them.

6. Leader should explain to the group that each member is a blend of their background and each expresses their inner feelings and self-acceptance about their physical appearance.

ACTIVITY VII

THOUGHTS AND FEELINGS
(Palabras y Sentidos)

OBJECTIVE

To help members learn to interact with each other in a positive way.

4-H GOALS

Communicating and reacting to each other.

MATERIALS NEEDED

None.

PROCEDURE

1. Leader should encourage the members of the group to express their feelings at the moment (tired, bored, upset, happy, etc.).

2. Inform the group that the purpose of this activity is communication and sharing by expressing their feelings and thoughts in a group.

3. This activity requires certain rules. Every member is important and deserves respect. Things that have been shared with the group are not to be shared outside the group. There will be no sarcastic remarks.

4. The group's role is to listen to the person who is expressing a thought and support him/her by giving some words of encouragement, compliment and validating their feelings.

5. Divide the members in groups of four. They should all sit in a circle. Each member will have a turn to express his/her feelings.

6. The leader must remember that the key element in this exercise is to build support by sharing opinions and feelings.

ACTIVITY VIII

FOOD MOVES AROUND THE WORLD

PARTICIPANTS WILL LEARN

1. The origins of the fruits and vegetables they eat at home.

2. To trace back into history and discover how fruits and vegetables came to the United States.

3. Raise awareness of the global interdependence in food production.

PRIOR TO THE LESSON YOU WILL NEED:

- World Map
- Map of the United States
- Fruits and vegetable stickers
- Markers in various colors

YOU WILL DO:

1. Have the members work in groups of four.
2. Give each member a copy of "What Is Your Favorite Food".
3. Give a copy of a map of the United States.
4. Give a copy of the World Map.
5. Give different color markers.

BACKGROUND INFORMATION

Most of the fruits and vegetables that we eat today in the United States came from European countries. During colonialism, Europeans brought new fruits and vegetables from their colonies in India, Africa, Asia, and South America. When the European settlers came to the United States they brought a lot of the crops they were already utilizing in Europe. Climate, temperature, weather conditions influence the type of crops grown in countries around the world. Although Europeans brought new crops to the American continent, a lot of fruits and vegetables are native from this continent.

EXPLORE

1. The concept of food as global interdependence and food scarcity.

2. Search for reasons why starvation, drought, underproduction and overproduction exists.

3. Do the drought experiment and report your findings.

4. Give some reasons why certain fruits and vegetables are produced in certain areas only. Hoe does nature contribute to production?

BEGIN YOUR EXPLORATION BY:

1. Identifying all of your favorite fruits and vegetables on the "What Is Your Favorite" sheet.

2. Give youth the U. S. map and ask them to place an X on the state where they were born.

3. From the "What Is Your Favorite" sheet identify the states that produce your favorite fruits and vegetables.

4. Draw a line from the state the fruits and vegetables are produced to the state you live in.

5. Identify the normal climate/weather of each state.

6. Look at the origin and history of vegetables and fruits. From your sheet and in your world map identify the country of origin.

7. Place the world map on top of U. S. map and begin drawing lines to the states in the U. S. that produce your favorite fruits and vegetables, i.e., celery came from Sweden and it is grown in the state of California and Florida. Trace a line from Sweden to California and Florida.

CONCLUSIONS

1. Is it important to be aware of production, weather conditions, land usage of other countries? How does it affect us?

2. Were you surprised at your findings?

ORIGIN AND HISTORY OF VEGETABLES AND FRUITS

PLANT NAME	ORIGIN	STATE IN THE USA	CLIMATE
ASPARAGUS	RUSSIA, MEDITERRANEAN REGION Brought to AMERICA by early COLONISTS	CALIFORNIA WASHINGTON	COOL AND MOISTURE
LIMA BEANS	NORTH & SOUTH AMERICA Brought to Europe by	FLORIDA WISCONSIN	WARM FROST-FREE SENSITIVE TO COLD
CABBAGE	WESTERN & SOUTERN COAST OF EUROPE	TEXAS FLORIDA CALIFORNIA	COOL AND MOISTURE LOW TEMP. 60°-70°
CARROTS	AFGHANISTAN Brought to America by Europeans in the 14th and 15th Century	TEXAS CALIFORNIA MICHIGAN	
CELERY	SWEDEN, NEW ZEALAND	CALIFORNIA FLORIA	COOL TEMP.
CORN (SWEET)	NORTH & SOUTH AMERICA Brought to Europe by early settlers	FLORIDA WISCONSIN MINNESOTA	HIGH TEMP. BETWEEN 40°- 90°
CUCUMBER	ASIA & AFRICA Introduced to Europe by Greeks and Romans	FLORIDA CALIFORNIA	WARM SEASONS
LETTUCE	PERSIA (550 years B.C.)	CALIFORNIA	COOL TEMP.
CANTALOUPE	INDIA & CENTRAL AMERICA	CALIFORNIA ARIZONA TEXAS	SUNSHINE HEAT
ONIONS	SOUTHWESTERN ASIA Brought to America by early settlers	CALIFORNIA TEXAS	COOL SEASONS
PEAS	EUROPE & ASIA Grown in the gardens by Ancient Romans and Greeks	WISCONSIN MINNESOTA WASHINGTON	COOL SEASONS

PEPPERS	SOUTH AMERICA & TROPICAL AMERICA	GEORGIA CALIFORNIA ARIZONA	WARM CLIMATE
POTATOES	PERU Popular by Irish	IDAHO MAINE NORTH DAKOTA	COOL RAINFALL
BEETS	EUROPE, NORTH AFRICA, AFRICA, WEST ASIA Brought to America by Germans and French	WISCONSIN NEW YORK TEXAS	
HORSERADISH		MISSOURI	ANY SOIL MOISTURE
PARSNIPS	EUROPE, ASIA	PENNSYLVANIA ILLINOIS CALIFORNIA	
RADISHES	CHINA	CALIFORNIA OHIO	COOL SEASONS
TURNIPS	SIBERIA Brought to America Early Colonists	SOUTHERN STATES	COOL SEASONS
SPINACH	ASIA Introduced to Europe in 13th and 14th Century	TEXAS MARYLAND VIRGINIA	COOL SEASONS
SWEET POTATOES	CENTRAL & SOUTH AMERICA	LOUISIANA NORTH CAROLINA	WARMER DROUGHT RESISTANT PLANT
TOMATOES	PERU Taken to Europe by Italians	CALIFORNIA FLORIDA	WARM SEASONS
WATERMELONS	AFRICA Brought to Europe by the French	FLORIDA TEXAS GEORGIA	HIGH TEMP.
BROCCOLI	SYRIA TURKEY	CALIFORNIA OREGON TEXAS	COOL TEMP.
BRUSSELS SPROUTS		CALIFORNIA	COOL TEMP.

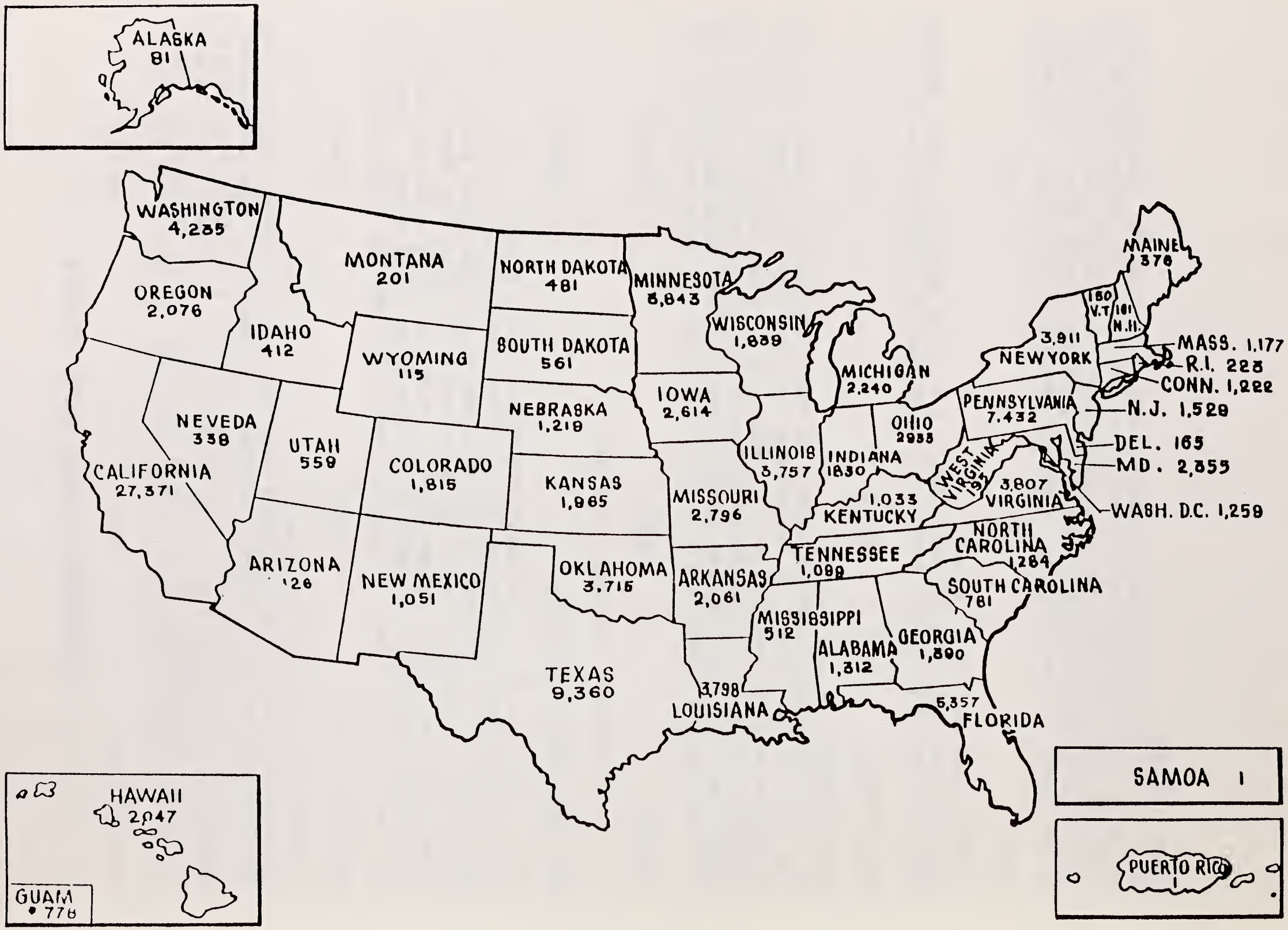
CAULIFLOWER	SYRIA TURKEY EGYPT	CALIFORNIA NEW YORK	PLENTY OF MOISTURE
CHIVES	EUROPEAN ORIGIN	NOT GROWN IN LARGE EXTENT IN U.S	
TARO DASHEEN	CHINA TROPICAL AMERICA	HAWAIIAN ISLANDS	
EGGPLANT	INDIA, CHINA ARABIA Introduced by the Moorish in Spain	HOME GARDENS	HIGH TEMP.
GARLIC		CALIFORNIA TEXAS LOUISIANA	
ARTICHOKE	SOUTH ATLANTIC & GULF COAST PACIFIC COAST	CALIFORNIA	
OKRA	ASIA Used by Egyptians	SOUTHERN STATES	HOME GARDEN
PARSLEY	EUROPE	SOUTH NORTH	WINTER & SPRING GREEN HOUSES
SOY BEANS	ENGLAND High importance in MANCHURIA	NORTHERN STATES	
SQUASHES & PUMPKINS	NORTH & SOUTH AMERICA MEXICO AND PERU	CALIFORNIA INDIANA TEXAS	WARM SEASONS

VITAMINS IN VEGETABLES (SEE PAGE 582-580).

APPLES	PERSIA Brought to America Europeans	WASHINGTON NEW YORK CALIFORNIA	
ONIONS (GREEN)	INDIA AFGHANISTAN ASIA	CALIFORNIA TEXAS NEW YORK	FAIRLY COOL WEATHER
LIMES	INDIA Columbus brought seeds of lime to the New World	FLORIDA CALIFORNIA	

PEANUTS	PERU Used to feed the animals

Adapted from Ware McCollum, "Producing Vegetable Crop".


ALASKA
81
WASHINGTON
4,235
OREGON
2,076
IDAHO
412
MONTANA
201
WYOMING
115
NEVADA
338
UTAH
559
COLORADO
1,815
CALIFORNIA
27,371
ARIZONA
126
NEW MEXICO
1,051
NORTH DAKOTA
481
SOUTH DAKOTA
561
NEBRASKA
1,218
KANSAS
1,865
OKLAHOMA
3,715
TEXAS
9,360
MINNESOTA
5,843
IOWA
2,614
MISSOURI
2,796
ARKANSAS
2,061
LOUISIANA
3,798
WISCONSIN
1,839
ILLINOIS
3,757
MICHIGAN
2,240
INDIANA
1830
OHIO
2933
KENTUCKY
1,033
TENNESSEE
1,088
MISSISSIPPI
512
ALABAMA
1,312
GEORGIA
1,890
FLORIDA
5,357
SOUTH CAROLINA
781
NORTH CAROLINA
1,284
VIRGINIA
3,807
WEST VIRGINIA
192
PENNSYLVANIA
7,432
NEW YORK
3,911
VT
150
NH
181
MAINE
376
MASS. 1,177
R.I. 225
CONN. 1,222
N.J. 1,529
DEL. 165
MD. 2,855
WASH. D.C. 1,259
HAWAII
2,047
GUAM
778
SAMOA 1
PUERTO RICO
1

CELEBRATING HOLIDAYS AROUND THE WORLD

TONGE-NO SEKKU JAPAN February

Traditionally this celebration was for boys only. In later years this festival has been expanded to include girls and is now called KODOMO-NO-HI. Tall bamboo poles with banners of a carp for each boy in the family. This symbol is selected because the carp is a strong and brave fish and parents hope to see these same qualities in their children. The purpose of these celebrations is to impress on all children the importance of being good citizens, and courageous and strong at all times.

GUNG HAY FAT CHOY CHINA February

This means Happy New Year in Chinese. The Chinese New Year began in Northern China where spring was the symbol of new life after a cold winter. Plants and flowers are the symbols for new growth. Tangerines and oranges are the symbols of wealth and good luck. The color red is the symbol of happiness for the Chinese. Children receive red envelopes with lucky money inside. New Year celebrations start on New Year's Day and continue until the next full moon. The people go to carnivals, parades and street faires.

RAM THONG TAM/TET TRUNG THU February

It is the Vietnamese childrens's celebration.

CARNIVAL BRAZIL February

The most exciting fiesta in all Brazil is the Carnival which starts Saturday before Lent. The 1988 Carnival began February 13 and lasted four days. The Carnival is similar to the Mardi Gra in France. This festival (fiesta) is celebrated with masquerades, balls, singing, dancing and feasting in honor of the local patron saint. The preparation for this festival is the eighteen-hour pageant in which twenty schools of Samba compete in a songwriting and dance contest.

BASTILLE DAY FRANCE July

Bastille Day is the French national holiday and is celebrated on July 14. This holiday celebrates the beginning of the French Revolution which brought an end to the monarchy in France.

NO-RUZ IRAN March

No Ruz means "the new day." It is the New Year's Day for Iranians. It begins on the first day of Spring, March 21 and lasts for twelve days. This festivity has been celebrated for over 2500 years. Preparation for this holiday begins a month ahead with a thorough housecleaning called "kahneh takani," as well as painting, gardening, shopping, cooking and sewing. Everything must look like new.

SAINTS CONSTANTINE AND HELEN DAY Greek May

Many of the festivals in Greece celebrate the patron saints of the villages. The festival of Saints Constantine and Helen held on May 21 also marks the beginning of summer.

ROSH HASHANAH Jewish September

Rosh Hashanah is celebrated sometime in September, the date changing from year to year depending on the Hebrew calendar. "Rosh" means "head" and "shanah" means "year". Rosh Hashanah lasts for ten days. The tenth day, called Yom Kippur, or day of atonement, is the day on which one seeks forgiveness for mistakes and resolves to live a better life.

SUCOOTH Israeli October

This holiday is celebrated in late September or early October. This is a very happy, ancient festival. It has religious significance and is somewhat similar to the Thanksgiving Day celebrated in the United States.

The Hebrew word is "succot" which means "booths". During harvest season, the Jewish people lived in little booths in the fields so that they could gather their crops more efficiently. These booths also signify the temporary huts used by Jews during the forty years wandering after their exodus from Egypt.

CINCO DE MAYO Mexican-American May

This is a holiday that is celebrated extensively in the United States by Mexican Americans. It celebrates the May 5, 1862 defeat of the French Army in Mexico. Emiliano Zapata was one of the leaders of this revolution and is one of the role models for many Mexican Americans in the United States.

EL GRITO Mexico September

El Grito celebrates Mexican Independence Day on September 16. It is celebrated in memory of the day a priest named Hidalgo called the people to revolt against the Spanish rulers. On this day, the president of Mexico rings the Independence Bell, the same bell Hidalgo rang to call the people of Dolores together. This day is celebrated by military parades, band concerts and fireworks.

SHALAKO FESTIVAL Native American December

The Zuni Indians of New Mexico grow corn on their desert land. Every drop of rain is precious and important to this group of Native Americans who celebrate to honor the Shalako, messengers of the rain spirits, December 1st. This festival includes chants, prayers, and special dances. The men dance and wear masks representative of the rain spirits and tie bells to their knees. This is an important festival for which the Zuni people prepare for during the entire year.

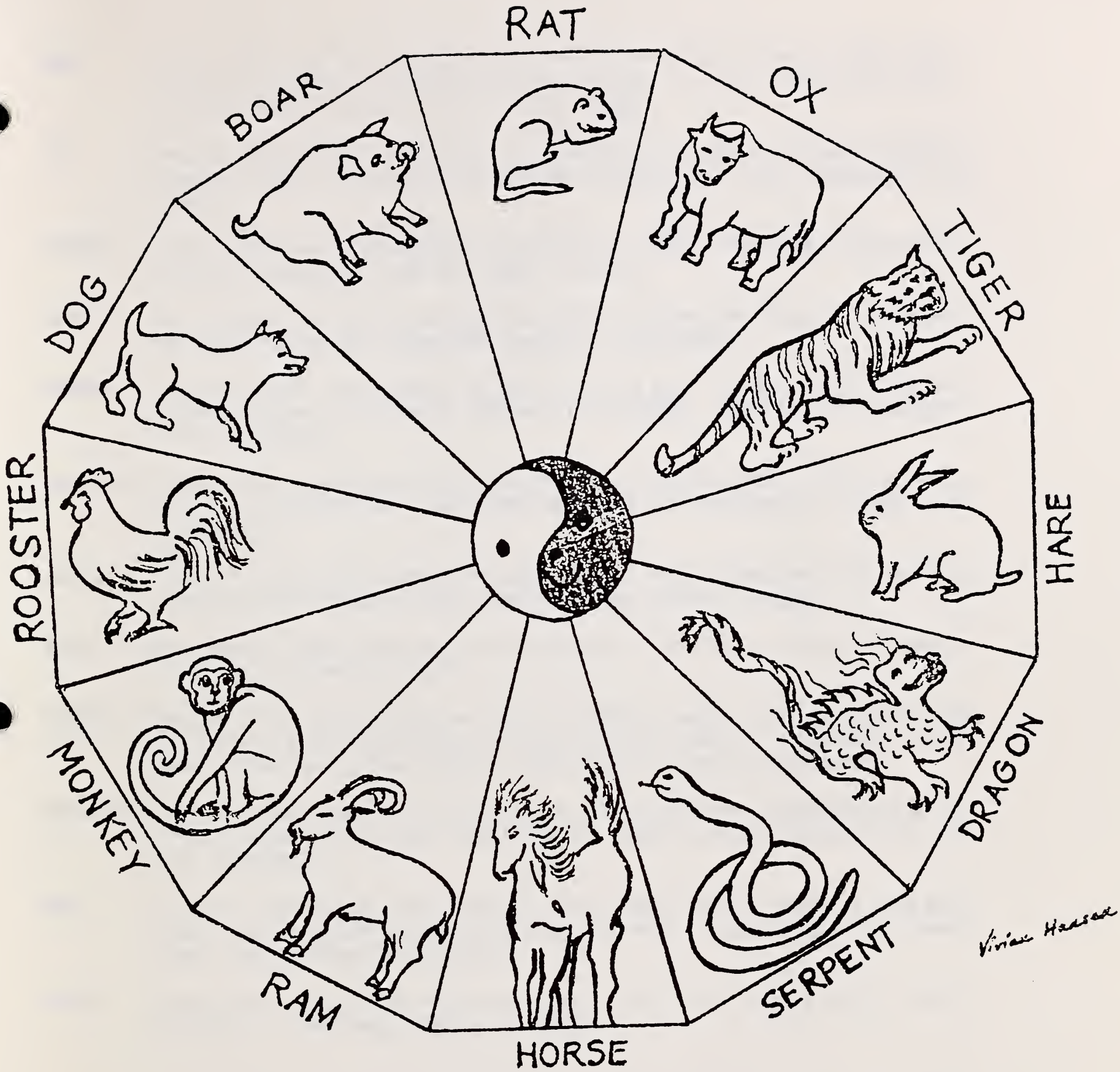
ODUM TITUN Nigeria

This Nigerian wintertime festival marks the beginning of the new year. It also follows the harvest season. Two foods are a specialty of this holiday: Fu-fu (a combination of yams and cassava), and Tuwo (a combination of guinea corn and maize). Both are served with fricassee sauce. There are ceremonial dances and drum music during the serving of the feast.

ABOAKYES Ghana April/May

This holiday is celebrated in April or May. The Effutu people in Ghana celebrate a deer-hunting festival to bring Go's blessings on their food supply. During this festival, great numbers of men and boys (over the age of seven) participate in the deer hunt and wear colorful costumes. When the first live deer is caught, it is proudly presented to the chief.

Adapted from: "Hands On Heritage" by Nancy lee and Linda Oldham.



CHINESE HOROSCOPE

RAM People born during the years of the Rat have been blessed with great personal charm, a taste of better things in life and great self-control which restrains their quick temper.

OX People born during the years of the Ox have a calm, patient nature. They are good listeners, but can be stubborn and very independent at times.

TIGER Tiger people are thoughtful but quick to anger. Although distrustful and self-centered, they are loyal friends.

HARE Hare people are most favored with good fortune and success. They are patient and shy but sometimes moody or conceited.

DRAGON Dragon people are sensitive, gentle, and born leaders, but they are often stubborn, emotional, and easily angered. They are also perceptive and brave.

SERPENT People born during the Serpent years are often wise, enthusiastic, and very attractive. But sometimes they are conceited, stingy, and unfaithful.

HORSE They are self-sufficient and independent; well-liked and much admired; cheerful and talkative; but sometimes are quick to anger.

RAM Ram people appreciate and are talented in the arts. They are sensitive and at times cynical.

MONKEY People born during the years of the Monkey enjoy having a good time in life and are creative, unique, and curious. Successful with money, they are often cranky, inconsistent, and disrespectful.

ROOSTER Rooster year people are sometimes arrogant and sometimes humble. They are hard-working, intelligent, and brave but idealistic and self-centered.

DOG Loyalty and honesty are found in people born in the years of the dog. They can always be trusted to keep secrets. Dog year people sometimes are confused and erratic.

BOAR Boar year people are relaxed about life, and have a quiet inner strength. Sometimes, they are stingy.

Adapted from Oakland Public Schools

CHINESE CYCLE OF YEARS

RAT	1924, 1936 1948, 1960 1972, 1984	HORSE	1930, 1942 1954, 1966 1978, 1990
OX	1925, 1937 1949, 1961 1973, 1985	RAM	1931, 1943 1955, 1967 1979, 1991
TIGER	1926, 1938 1950, 1962 1974, 1986	MONKEY	1932, 1944 1956, 1968 1980, 1992
HARE	1927, 1939 1951, 1963 1975, 1987	ROOSTER	1933, 1945 1957, 1969 1981, 1993
DRAGON	1928, 1940 1952, 1964 1976, 1988	DOG	1934, 1946 1958, 1970 1982, 1994
SERPENT	1929, 1941 1953, 1965 1977, 1989	BOAR	1935, 1947 1959, 1971 1983, 1995

A B C s for MULTICULTURE

A is for *AWARENESS* of those around us

B is for *BEAUTY* of all people.

C is for *CARING* about each other

D is for *DIGNITY* that we all possess.

E is for *ETHNICITY* of which we should be proud.

F is for *FEELINGS*, important to us all

G is for *GIVING* of ourselves.

H is for *HOPE* for a better tomorrow.

I is for *INTEGRITY*, our standards tell much about us.

J is for *JOINTLY* working together.

K is for *KNOWLEDGE* which erases ignorance

L is for *LOVE* to be shared.

M is for *MANKIND*, the entire human race.

N is for *NOBODY* is unimportant

O is for *OPTIMISM* which enhances everyone's life.

P is for *PROGRESS* made toward understanding.

Q is for *QUESTIONS* that will produce positive answers.

R is for *RESPECT* for oneself and others.

S is for *SELF-WORTH* which we should never be without.

T is for *TOLERANCE* toward others.

U is for *UNDERSTANDING* different cultures.

V is for *VALUES* learned along the way.

W is for *WEALTH* gained by sharing our diversity.

X is for *X-RAY* vision that helps us see the good in others.

Y is for *YOU*. Make your life what you want it to be, forward and upward!

Z is for *ZEAL* to appreciate a multicultural world.

FUSD-CS
Ruth Hirano Curriculum Coordinator
Multiculture
RHiro
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INDIA

WHO IS IT?

Players form a circle. One is chosen to be IT. He/she is blindfolded. He/she takes a place in the middle of the circle. One child from the circle is sent away (out of sight). The other children dance around in a ring, singing the following verses:

SONG:

One of us has gone away
who it is, you must say
If mistake you do not make
We'll clap our hands-------

At the end of the song, the blindfold is removed and he/she must look around and quickly guess which player has left. If he/she guesses wrong, he/she must be blindfolded and try again. If he/she guesses right, he/she takes his/her place in the ring while the other players continue to clap until the child who was hiding returns to the circle and becomes IT.

IRAN

TAP, TAP, TAP

Choose a player to be IT. He/she lies flat on the floor, face downward, with eyes hidden. The rest of the players gently tap him on the back, saying these words:

Tap, tap, paste!
Bottle full of cheese
Whose hand is up?

One of the players puts up his/her hand, then the person who is IT must guess whose hand is up. If he/she guesses correctly, he/she gets up. If he/she does not guess correctly, the other players tell him a story in rhyme:

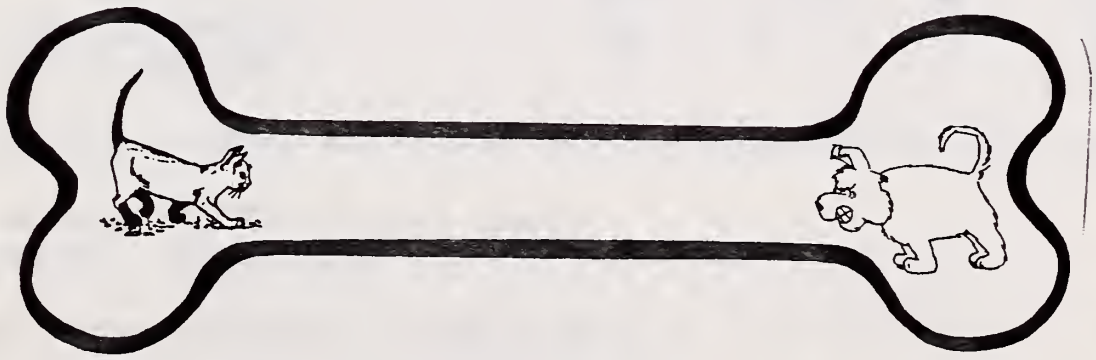
We went to the butcher store
And bees on the meat there we saw
Do you know what they were saying?
Zeelees, weelees, zeeles, weeles

Last line must be like bees. Then they tickle the person who is IT. The child whose hand was up becomes IT.

PHILIPPINES

CAT AND DOG

Form a large circle on the ground. At the center place some articles such as sticks, slippers, or wooden shoes. These represent bones. One player is chosen as the DOG and stays inside the circle guarding the bones. The other players, who are CATS, stay outside of the circle. It is the object of the CATS to take the bones from the DOG without being tagged by him. The DOG may tag the CATS with his feet or hands, but he must remain seated by the bones. The CATS may tease him by stepping in and out of the circle. While he is busy trying to tag some of the CATS, others may attempt to steal the bones. If the CATS succeed in taking all the bones from the DOG without being tagged, the same player remains as DOG for the next game. If he succeeds in tagging any one of the CATS, the one tagged first becomes the DOG in the next game.



PERU

THE KING MAY PASS (Que pase el Rey)

This game can be played outdoors and indoors. A total of 8 to 20 players can participate. Appropriate age is 8 to 12 years of age.

Two players form an arch and choose secret names for themselves. For example, Sun and Moon. The children hold hands and run underneath the arch until one is caught while singing the following song:

> The king may pass, the king may pass, but the son of the count may have to stay
>
> Que pase el Rey, que pase el Rey, que el hijo del conde se ha de quedar

The player who is caught will choose to go to either of the players who formed the arch. At the end of the game a tug of war is held.

WOLF, ARE YOU READY (Lobo estas listo)

One of the players is chosen to be the Wolf and he hides. The rest of the players hold hands, forming a circle. They dance around the place where the Wolf is hiding. As they dance, they sing or call out:

> Let us play in the woods before the Wolf is ready
> Are you ready, Wolf? Are you ready?
>
> Jugemos en el bosque mientras que
> el Lobo estas? Lobo estas?

The Wolf replies

> "I am just getting up"
> "Me estoy levantando

Children continue to dance and repeat the same song with the same question:

> Are you ready, Wolf? Are you ready?
> Lobo estas? Estas listo?

The Wolf each time can give an answer such as:

> "I am putting on my pants"
> "I am putting on my coat"
> "I am putting on my hat"
> "I am brushing my teeth"

The Wolf may add anything he/she likes to do. When the Wolf is ready, he/she must shout, "I am ready". He/she dashes out of the hiding place chasing after the players, who should start running away at his shout. The first one who is caught by the Wolf becomes the next Wolf.

PUERTO RICO

THE STICK (El Palo)

This is an outdoor game and 8-15 players can participate.

A medium size stick is needed. One of the players is chosen to be IT. He/she throws the stick as far as possible. He/she goes after the stick, picks it up and carries it to the goal that has been previously decided upon by all the players. While the person who is IT goes for the stick, the rest of the players hide. From the goal line, the person who is IT tries to see and identify the hidden players. If he/she identifies someone, he/she calls their name. The child who has been identified comes out and waits for the others to be called. If everyone is seen and identified, the first to be mentioned becomes the next to be IT.

If the person who is IT can't identify any players, he/she must leave the stick at the goal and go in search of them. If one of the hidden players gets to the stick without being seen by the person who is IT, he holds the stick and shouts "FREED". This shout saves all the players who have already been caught. If all the players are freed, the same child must be IT for the second turn.

If the person who is IT sees a player running for the goal trying to reach for the stick, he/she must try to reach the stick at the goal before the player and count him/her out.

TAIWAN

GROWING RICE

This is an outdoor game for boys and girls ages 12 and up.

The children form two lines about ten feet apart. One child is chosen to be the the Farmer, and he walks between the two rows of children, making the motions of sowing grains of rice. Then he walks between the rows a second time and asks whether the grain has sprouted. The children respond by pressing the knuckles of their two hands together and putting their thumbs upright as a sign that the grain has sprouted. The Farmer walks down the line again and asks if the grain has flowered. The children curve their fingers upward to represent flowers. The Farmer goes to inspect the grain again and asks if it has grown up. The children answer by raising their hands above their heads.

The Farmer then announces that he is ready to reap the grain. But the Farmer then suddenly turns into a leech which attacks the ripened grain. He runs after the children and pinches any he can catch. The children try to escape. Those who are caught must sing a song, tell a joke, or imitate an animal. The game is especially popular in rural areas and is played throughout the island.

- Eat a variety of each type of food.
- Limit foods from the "Other" group.
- Eat a food high in vitamin C every day.
- Eat a food high in vitamin A every other day.
- Substitute fruits and vegetables for snacks high in fat and sugar.

EN 24

FOOD CHOICES FOR VARIETY...A FOOD PLANNER

Six types of food are pictured on the Food Planner:

(1) Fruits
(2) Vegetables
(3) Bread, Cereal, and Pasta
(4) Dried Beans and Peas
(5) Meat, Poultry, Fish, and Eggs
(6) Milk and Cheese

The Food Planner is similar to other food guides that feature four food groups; however, there are two major differences:

- **Fruits and Vegetables are pictured separately.** Although fruits and vegetables have many nutrients in common, people think of them as different foods. Considering them separately encourages consumption of fruits and vegetables rather than one or the other.
- **Meat, Poultry, Fish, and Eggs are separated from Dried Beans and Peas.** These two groups are different types of food but provide similar nutrients. By considering them separately, people are more likely to picture the variety of dried beans and peas that can be used to provide lower-cost protein and iron.

Foods pictured are nutritious, low in cost (depending on geographic location and season), and commonly eaten.

CHARACTERISTICS OF THE SIX TYPES OF FOOD

1) **FRUITS** are usually good sources of vitamin C, vitamin A, and fiber. Citrus fruits are especially good sources of vitamin C. One to two servings daily, each about equal in size to an orange, are recommended.

2) **VEGETABLES** are usually good sources of vitamin A, vitamin C, and fiber. Vegetables are low in calories if served without added fat. Deep green, leafy vegetables like spinach, kale, collard greens, mustard greens, and broccoli are high in vitamin A, vitamin C, and calcium. Orange vegetables like carrots, sweet potatoes, and squash are also high in vitamin A. Three servings daily, each about equal in size to a small potato, are recommended.

3) **BREAD, CEREAL, and PASTA** are high in iron, protein, and some B vitamins. Although the actual amount of protein is small in each serving, if many grain foods are eaten each day, part of the daily need for protein can be met. Whole-grain products contain more fiber, vitamins, and minerals than refined products. (Enrichment adds only B_1, B_2, niacin, and iron back to the product.) Four to five servings daily, each about equal to the size of a slice of bread, are recommended.

4) **DRIED BEANS and PEAS** are high in protein and iron. This food type also includes nuts, lentils, peanut butter, and tofu. These foods are usually low in cost and can be prepared a variety of ways. Nuts and peanut butter are high in fat and therefore high in calories. A combined total of two servings per day from this group and/or the Meat, Poultry, Fish, and Eggs group is recommended.

5) **MEAT, POULTRY, FISH, and EGGS** are high in protein and iron. Lean meats, poultry without skin, and most fish are lower-calorie choices. A serving of the Meat, Poultry, Fish, and Eggs group is 3 ounces. A combined total of two servings per day from this group and/or the Dried Beans and Peas group is recommended.

6) **MILK and CHEESE** are good sources of calcium and protein. Low-fat milk and cheese made from low-fat milk are lower-calorie choices. The following number of servings is recommended daily: 2 for adults, 3 for children, and 4 for teens. During pregnancy and lactation an extra serving of milk or cheese is needed daily.

7) The **OTHER** group includes sweets and fats. These are added to other foods thus increasing the number of calories. "Other" foods supply few nutrients for the calories they contain and are usually high in cost. Beverages such as alcohol and soft drinks are included in this group. There is no recommendation for foods in this group; they should be limited.

GENERAL RECOMMENDATIONS

- **Eat a variety of each type of food.**
- **Limit foods from the "Other" group.**
- **Eat a food high in vitamin C every day.**
- **Eat a food high in vitamin A every other day.**
- **Substitute fruits and vegetables for snacks high in fat and sugar.**

FOOD CHOICES FOR VARIETY...

A FOOD PLANNER

- This planner shows foods grouped by their food types
- Select a variety of foods every day

Animal Sources of Food

MEAT, POULTRY, FISH, EGGS

MILK, CHEESE

Adults ..... choose 2
Children ..... choose 3
Teens ..... choose 4

FRUITS

choose 1–2

VEGETABLES

choose 3

BREAD, CEREAL, PASTA choose 4–5

DRIED BEANS AND PEAS

Plant Sources of Food

OTHER

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Compiled by Jan School, 4H Specialist, University of Wyoming

FOOD CHOICES FOR VARIETY...

A FOOD PLANNER

- This planner shows foods grouped by their food types
- Select a variety of foods every day

Animal Sources of Food

MEAT, POULTRY, FISH, EGGS

MILK, CHEESE

Adults	choose 2
Children	choose 3
Teens	choose 4

FRUITS

choose 1–2

VEGETABLES

choose 3

BREAD, CEREAL, PASTA

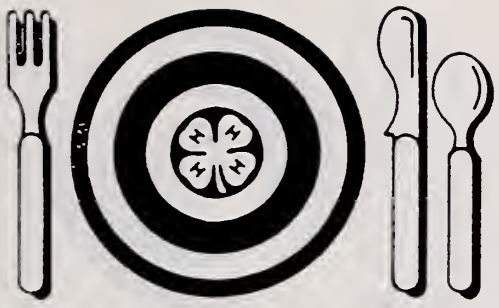
choose 4–5

DRIED BEANS AND PEAS

OTHER

Plant Sources of Food

Cornell
Cooperative
Extension

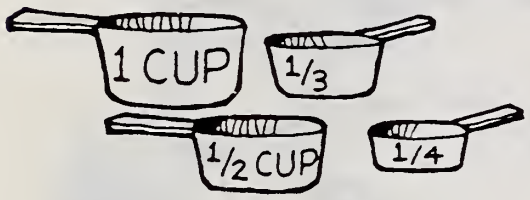


4-H
EFNEP Lessons for Kids

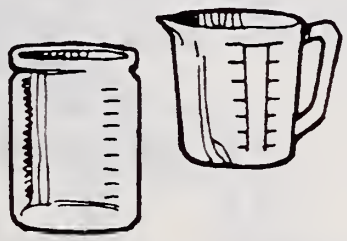
Target What You Eat

MEASURING TOOLS TO USE

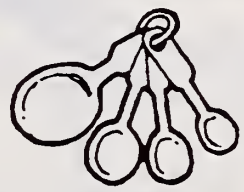
Measuring cups for dry ingredients and shortening



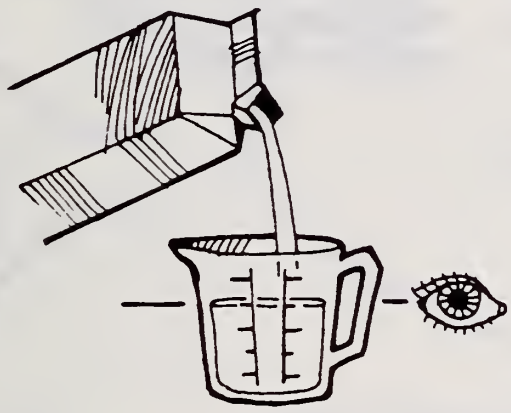
Measuring cups for liquids



Measuring spoons for small amounts



HOW TO MEASURE



Flour: To measure sifted, unsifted, or instant-type white flour, spoon it into measuring cup to overflowing. Do not shake or tap cup. Level with the straight edge of a spatula or knife. To measure whole grain flours or meals, stir lightly with a fork or spoon. Do not sift. Measure as for white flour.

Liquids: Place the liquid measuring cup on a level surface and fill to the desired mark. Check measuring mark at eye level. Use measuring spoons to measure less than 1/4 cup.

Powdered ingredients: To measure small quantities of baking powder, soda, salt, spices, and other dry seasonings, first stir to lighten and break up any lumps. Fill measuring spoon to overflowing and level with the straight edge of a spatula or knife.
HINT: 3 tsp = 1 Tbsp
4 Tbsp = 1/4 cup

Target What You Eat. 4-H EFNEP Lessons for Kids. Cornell Cooperative Extension, Division of Nutritional Sciences, Cornell University, Ithaca, New York 14853. Cornell Cooperative Extension provides equal program and employment opportunities.

Solid shortening: Pack firmly into cup with a spoon or rubber spatula. Level with the straight edge of a knife or spatula. Scrape out with a spatula. If shortening is in stick form, follow the instructions on the stick wrapper for measuring.
HINT: 1/4 lb. = 1/2 cup

Sugar: To measure granulated or confectioners' sugar, fill individual nested cup to overflowing. Level with straight edge of spatula or knife.

Brown sugar: Break up any lumps by rolling or sifting. Pack with a spoon into a measuring cup firmly enough to keep the shape of cup when turned out. Level with the straight edge of a spatula or knife.

Reprinted from material prepared by Cooperative Extension of Oneida County, 1 Oxford Road, New Hartford, New York 13413, reviewed/revised by Joan McGreevy, graduate research assistant, EFNEP, Division of Nutritional Sciences, Cornell University, Ithaca, New York 14853.

Cornell
Cooperative
Extension

4-H
EFNEP Lessons for Kids

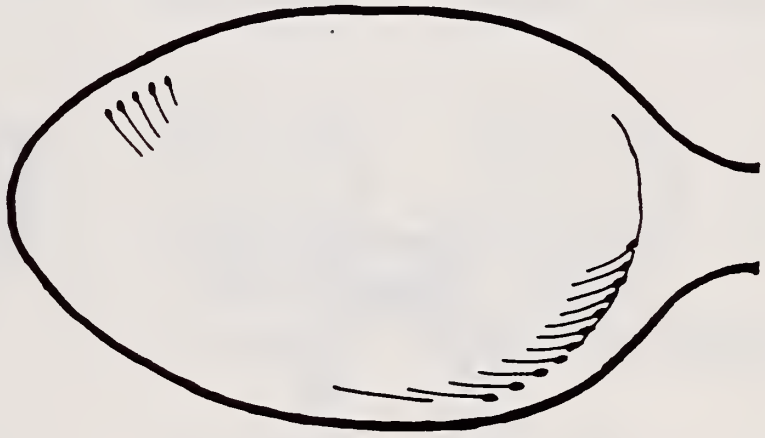
Target What You Eat

SUBSTITUTE MEASURING TOOLS TO USE

When you don't have measuring spoons and cups, here are ways to measure accurately:

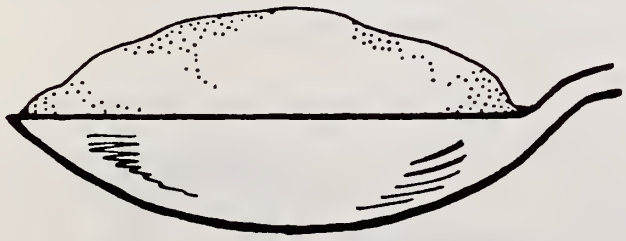
If your spoon is this size, it is a teaspoon. When recipe calls for a teaspoon, measure 1 teaspoon like this: round the spoonful just a little, but don't heap it.

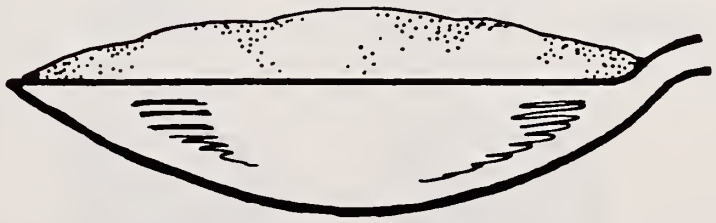
Tablespoons come in two sizes and shapes. See which one your spoon fits.



If your spoon is this shape, measure 1 tablespoon by heaping the spoonful as much as you can.

If your spoon is this shape, measure 1 tablespoon by rounding the spoonful just a little – don't heap it.



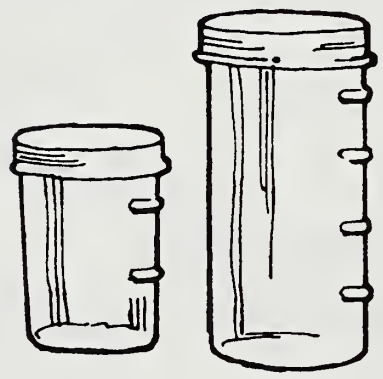


If your recipe calls for 1 tablespoon, you can use 3 teaspoons. They make the same amount.

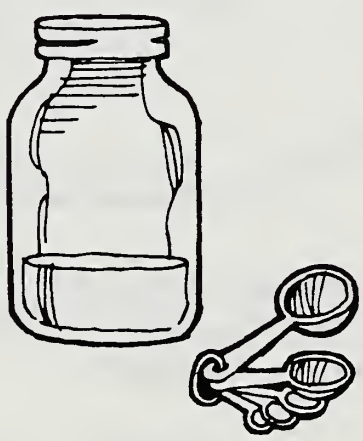
Target What You Eat. 4-H EFNEP Lessons for Kids. Cornell Cooperative Extension, Division of Nutritional Sciences, Cornell University, Ithaca, New York 14853. Cornell Cooperative Extension provides equal program and employment opportunities.

To measure 1 cup you can use:

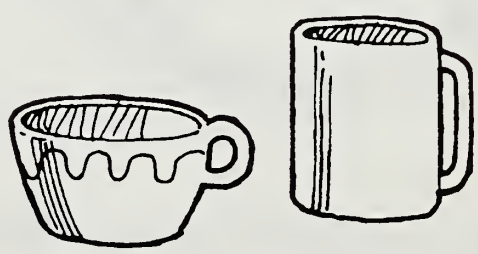
1. A pint jar: There are 2 cups in a pint. For 1 cup, make a line halfway up on the jar. Use paint or fingernail polish for marking on the outside of the jar.



2. A peanut butter jar: Some peanut butter jars have marks on them to indicate cups or half cups.



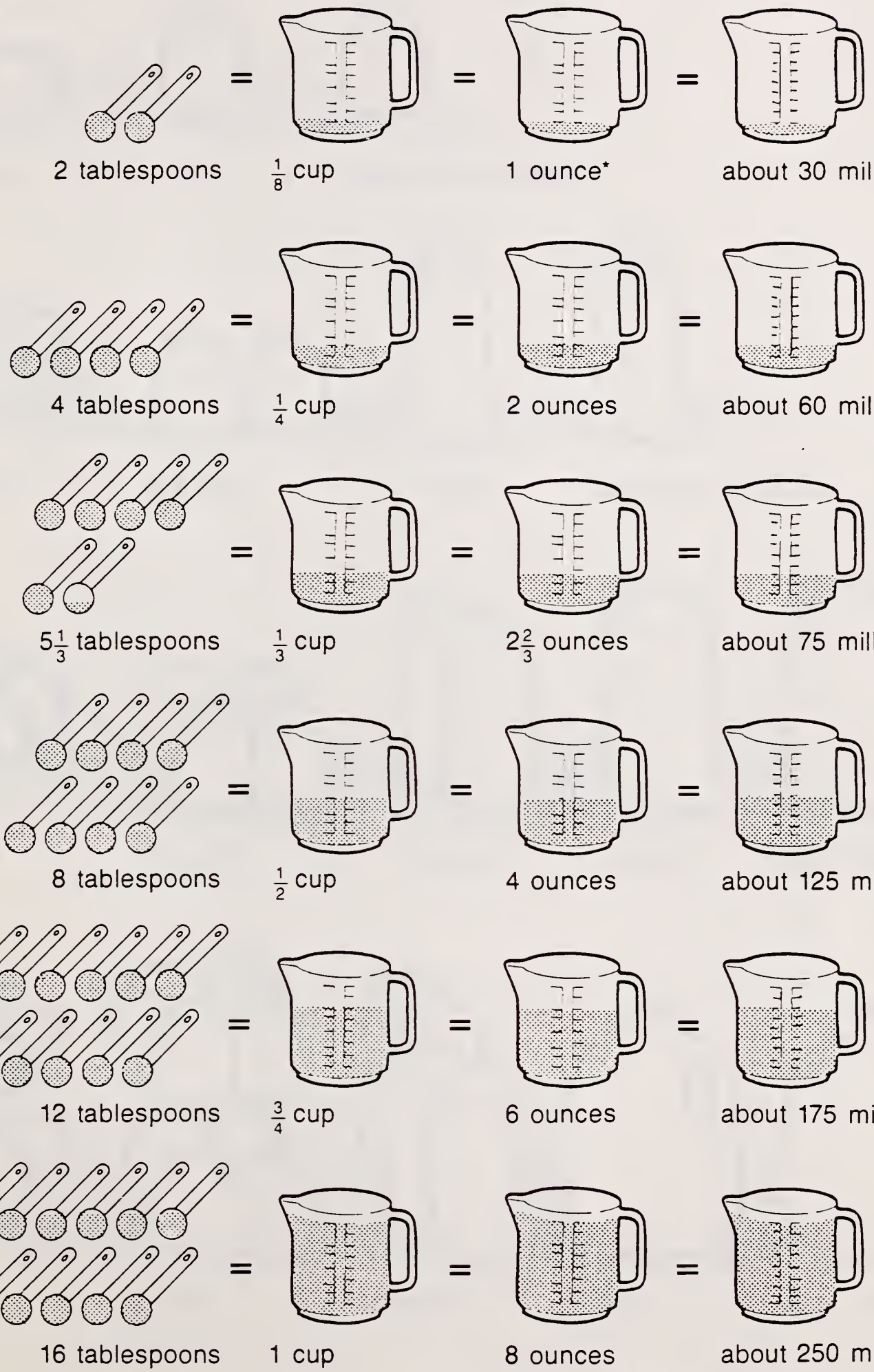
3. Any jar or can: There are 16 tablespoons in a cup. Measure 16 tablespoons (use a standard measuring spoon) of water into a jar or can. This makes 1 cup. Mark water line with paint or fingernail polish.



4. A coffee cup or mug. Make sure it holds one cup.

Adapted from material originally prepared by Ohio Cooperative Extension Service, and by Cornell Cooperative Extension, *Try Something New*.

Equivalents: Liquid Measurements



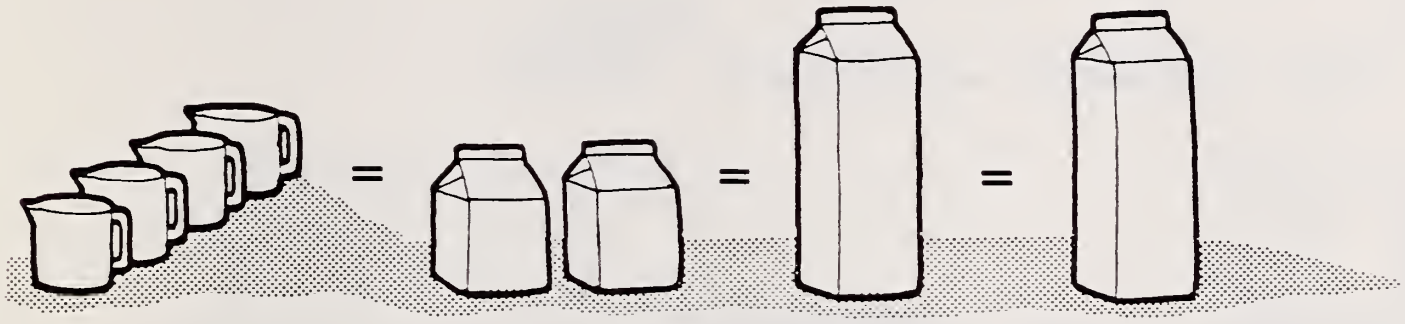
2 tablespoons	$\frac{1}{8}$ cup	1 ounce*	about 30 milliliters
4 tablespoons	$\frac{1}{4}$ cup	2 ounces	about 60 milliliters
$5\frac{1}{3}$ tablespoons	$\frac{1}{3}$ cup	$2\frac{2}{3}$ ounces	about 75 milliliters
8 tablespoons	$\frac{1}{2}$ cup	4 ounces	about 125 milliliters
12 tablespoons	$\frac{3}{4}$ cup	6 ounces	about 175 milliliters
16 tablespoons	1 cup	8 ounces	about 250 milliliters

*Ounces are fluid ounces.

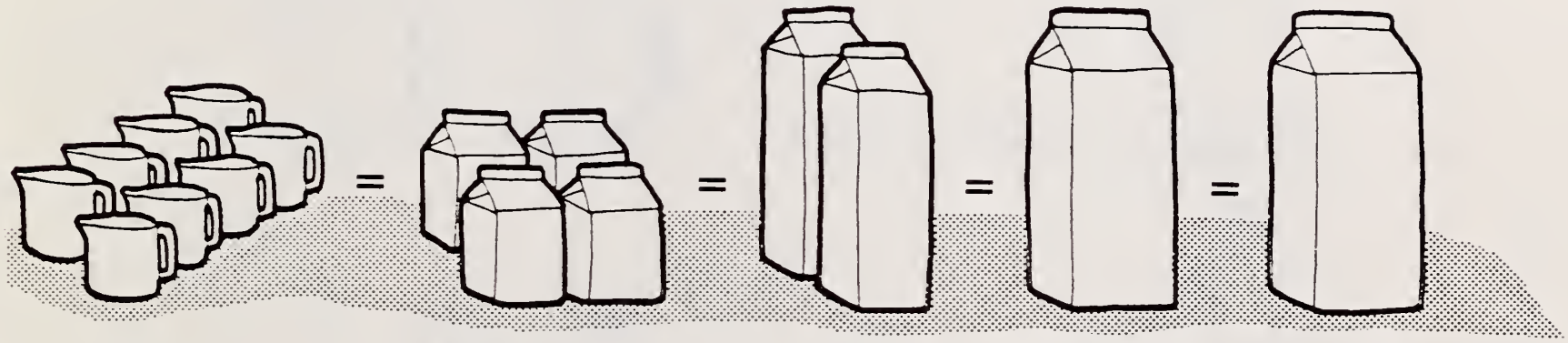
Appendix 1 ***MEASURING FOR COOKING***, Unit 1: Liquid Measuring Cup, Unit 3: Measuring Spoons, Unit 4: Food Measurements, Unit 5: Equivalents.

Equivalents: Pints, Quarts, Gallons

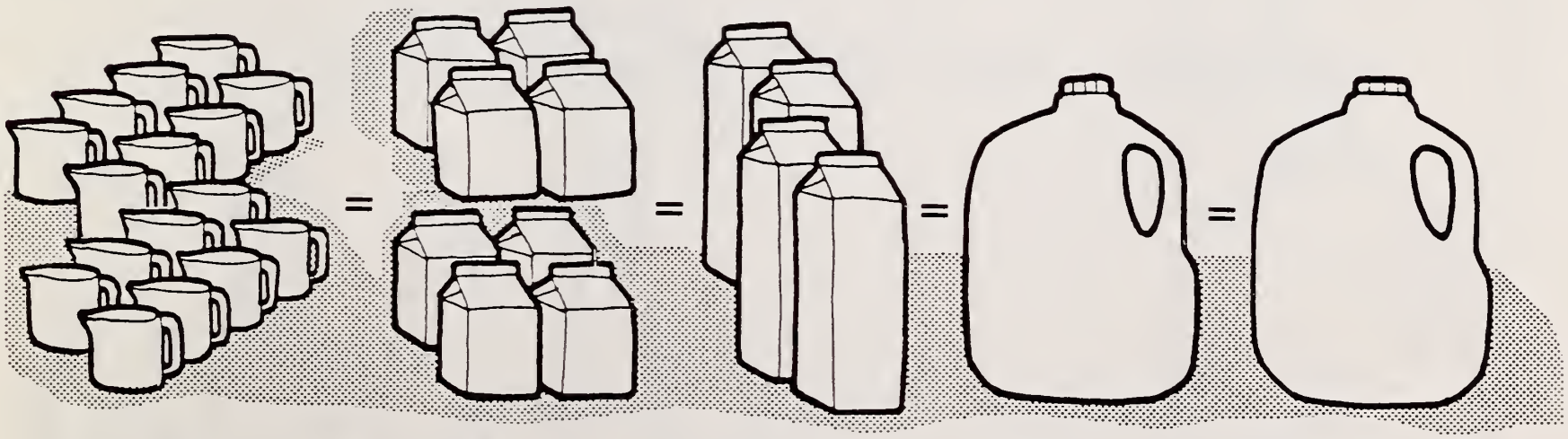
2 cups = 1 pint = about 470 milliliters



4 cups = 2 pints = 1 quart = about 950 milliliters



8 cups = 4 pints = 2 quarts = $\frac{1}{2}$ gallon = about 1.90 liters



16 cups = 8 pints = 4 quarts = 1 gallon = about 3.8 liters

Try Something New.

Equivalents

A measurement can be the same amount as another measurement. For example, 3 teaspoons is the same amount as 1 tablespoon. Those kinds of measurements are called **equivalents.** This chart shows some important equivalents.

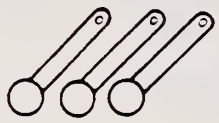
Why are these equivalents useful to know?

_____

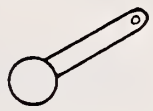
_____

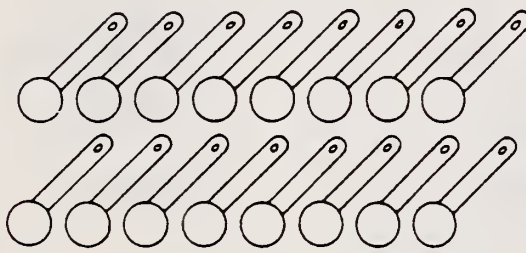
_____

_____

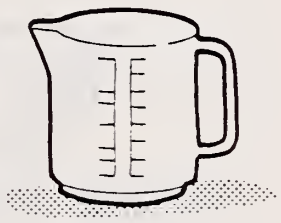


3 teaspoons = 1 tablespoon

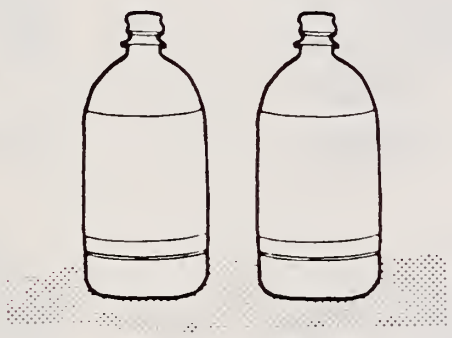




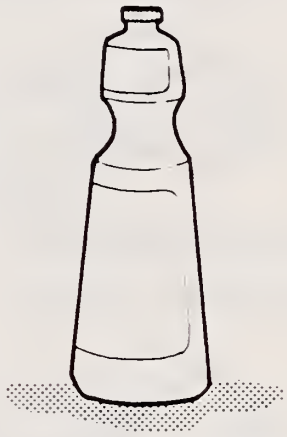
16 tablespoons = 1 cup

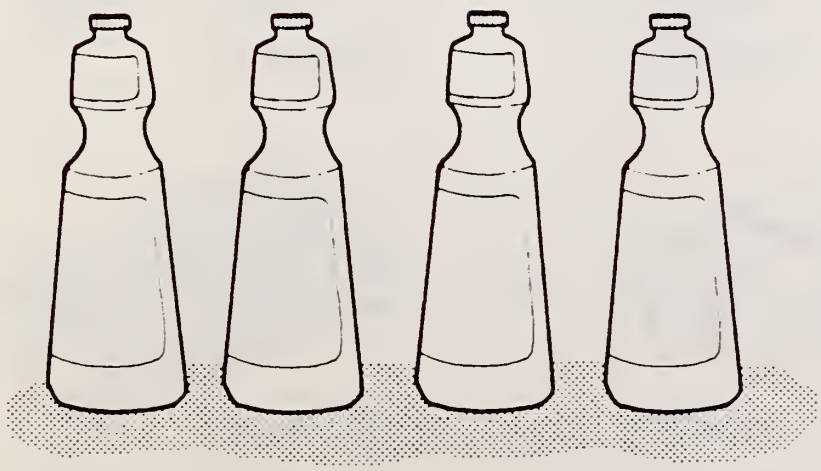


2 cups = 1 pint



2 pints = 1 quart

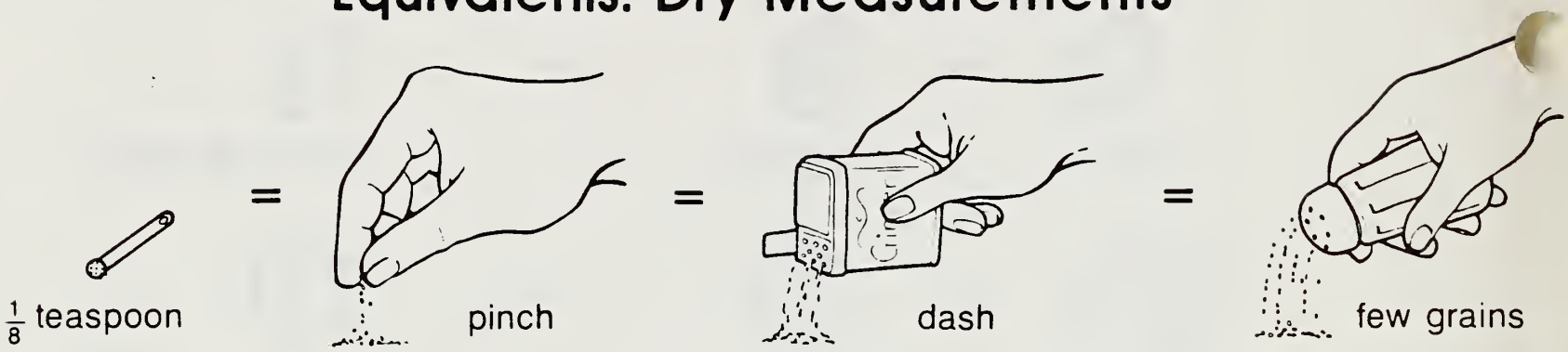


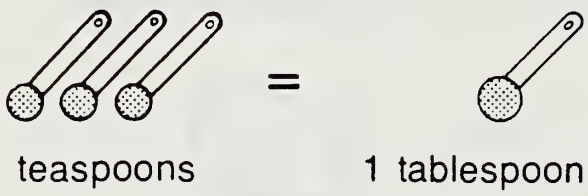


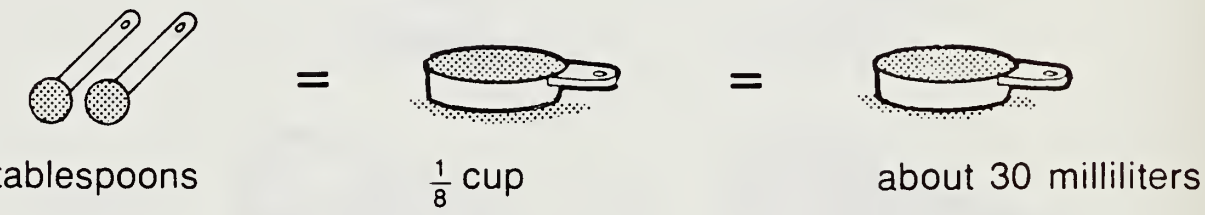
4 quarts = 1 gallon

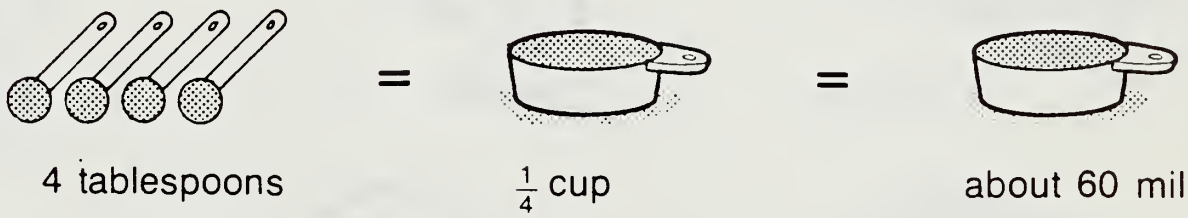
Poster page/*MEASURING FOR COOKING,* Unit 5: Equivalents.

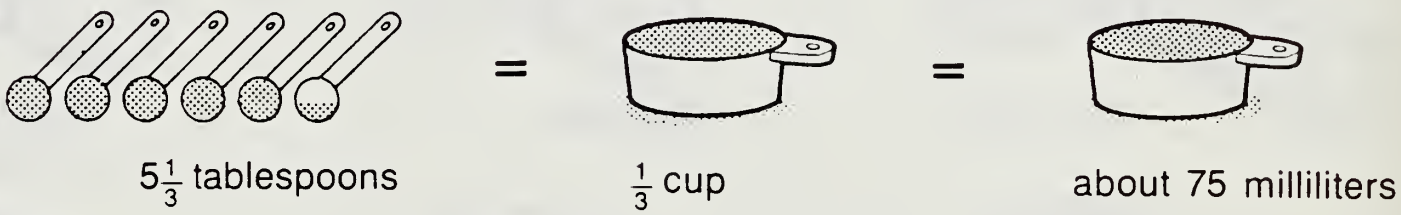
Equivalents: Dry Measurements

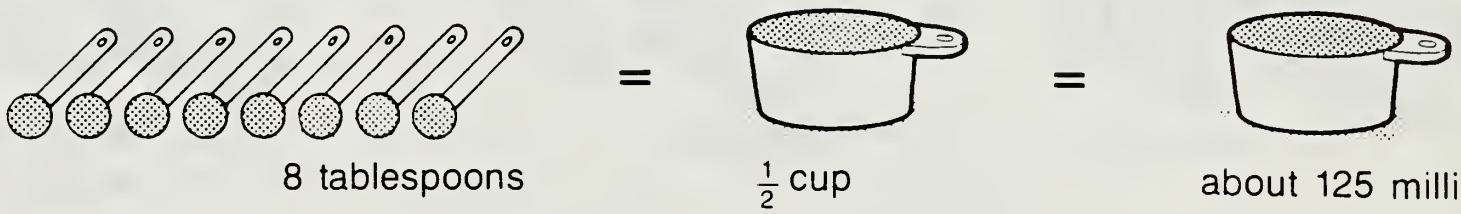


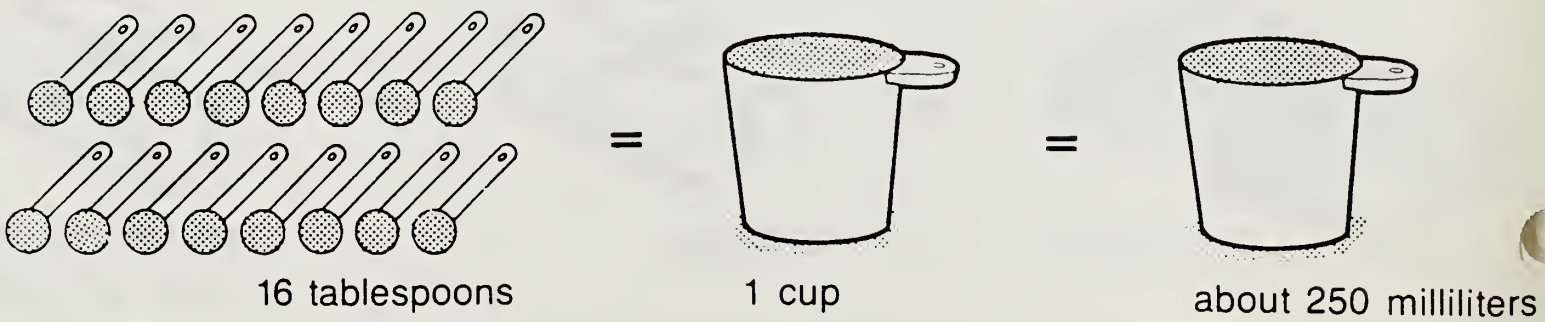








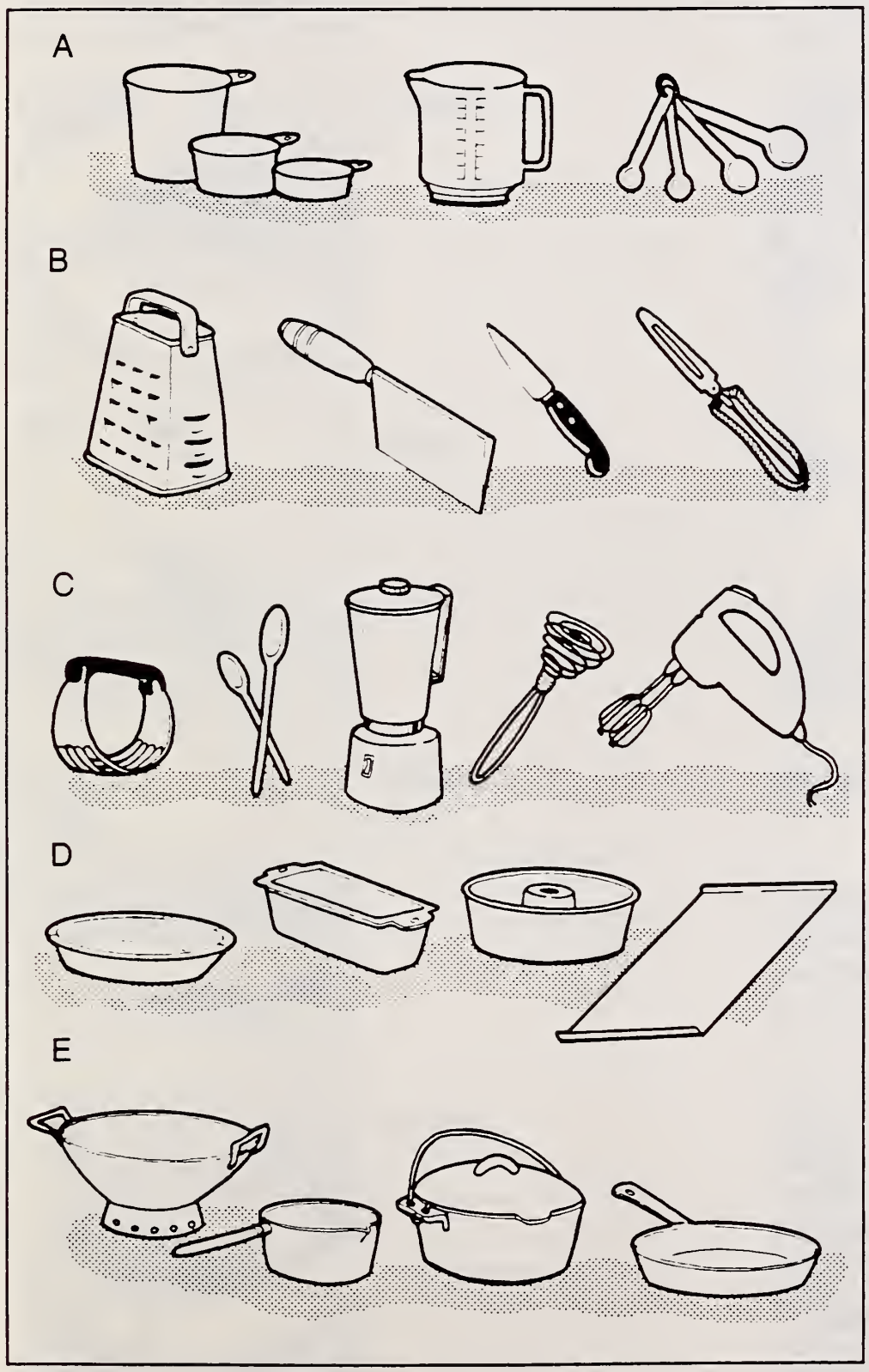




Appendix 2 ***MEASURING FOR COOKING,*** Unit 2: Dry Measuring Cups, Unit 3: Measuring Spoons, Unit 4: Food Measurements, Unit 5: Equivalents.

Cooking Equipment

The picture shows different kinds of cooking equipment. You'd use each kind of equipment to do a different job—mix, cut, cook, bake, or measure. Look at each group of equipment. Find the letter of that group next to the picture. Then read the names of the equipment. Some of the names are missing. Do you know what they are? Write those names on the lines.



A. Measuring Utensils
dry measuring cups
liquid measuring cup

_____

B. Cutting Utensils
cleaver
grater
paring knife

_____

C. Mixing Equipment
blender
pastry blender
wire whisk
wooden spoon

_____

D. Baking Pans
loaf pan
pie plate
tube pan

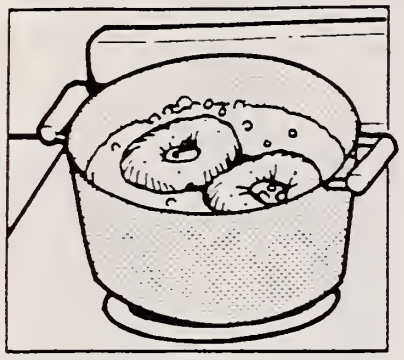
_____

E. Cooking Pots
dutch oven
saucepan
wok

_____

Cooking Methods

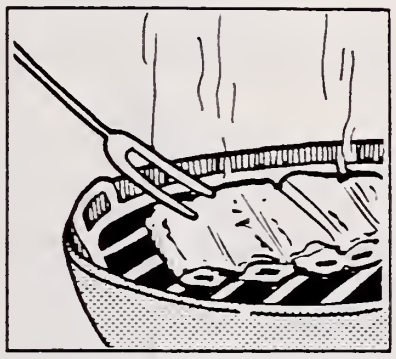
Here are some ways to cook foods. What foods might you cook with these methods?



Deep fry

_____

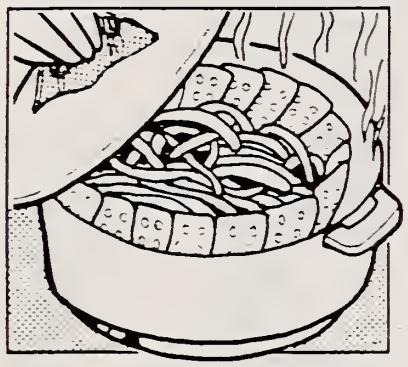
_____



Barbecue

_____

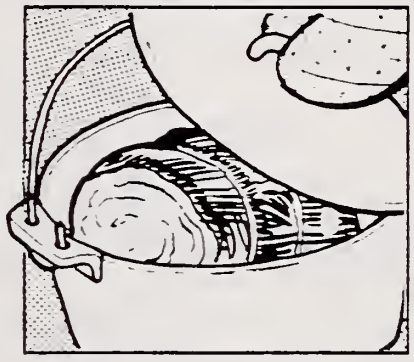
_____



Steam

_____

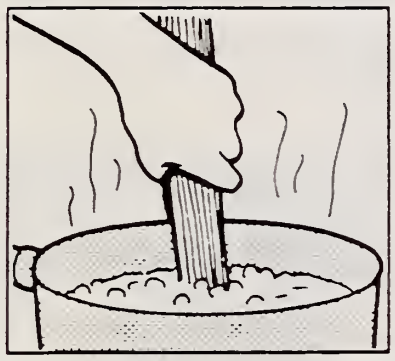
_____



Braise

_____

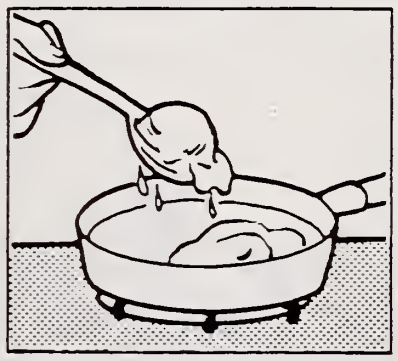
_____



Boil

_____

_____



Poach

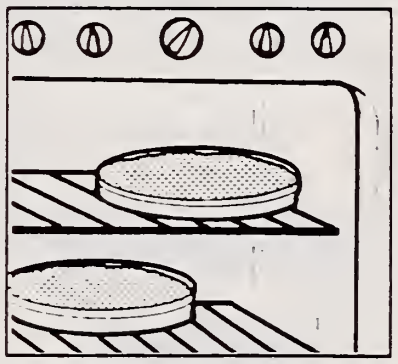
_____

_____

Saute

_____

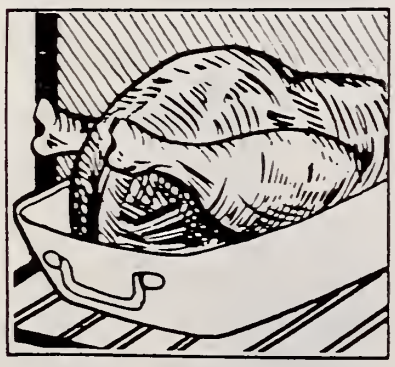
_____



Bake

_____

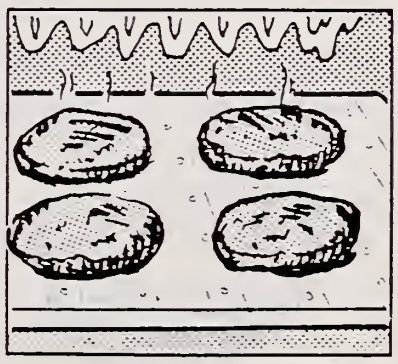
_____



Roast

_____

_____



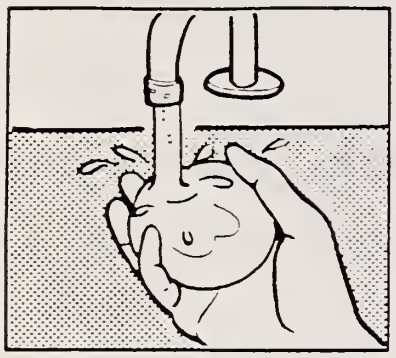
Broil

_____

_____

Getting Ingredients Ready

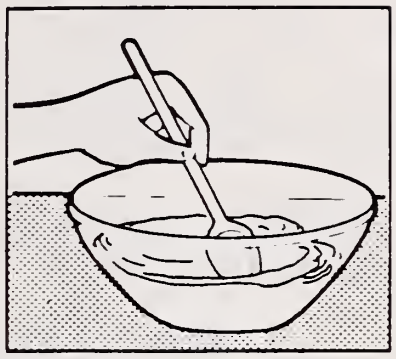
Sometimes you have to prepare the ingredients before you can cook a recipe. What foods would you prepare in these ways?



Rinse

_____

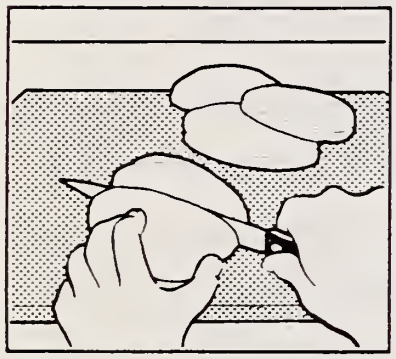
_____



Mix

_____

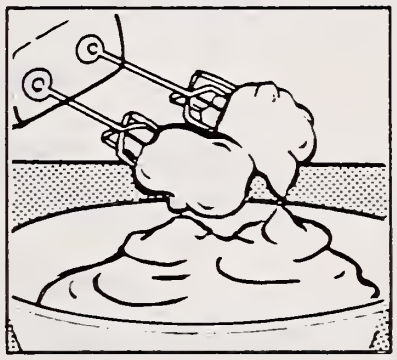
_____



Slice

_____

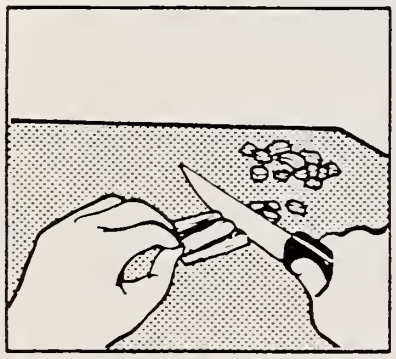
_____



Whip

_____

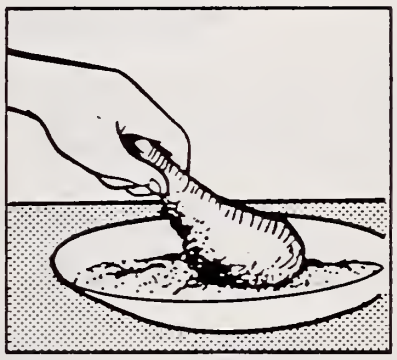
_____



Dice

_____

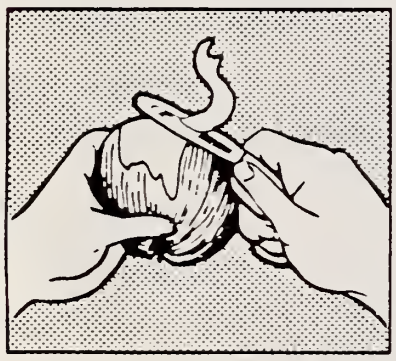
_____



Coat

_____

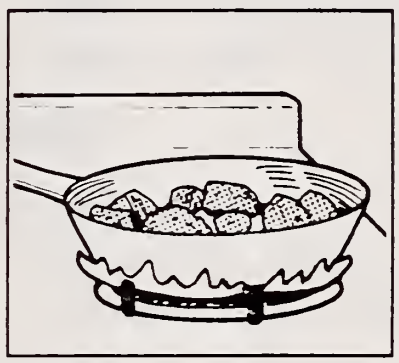
_____



Peel

_____

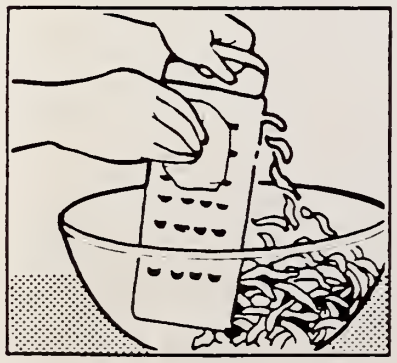
_____



Brown

_____

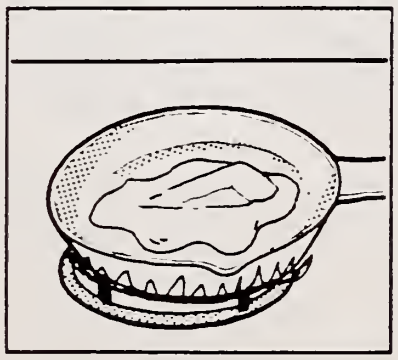
_____



Grate

_____

_____



Melt

_____

_____

Abbreviations

Here are some abbreviations for measurement words. These abbreviations are often used on food packages and in recipes.

Standard Measurements

f.g.—few grains, dash, pinch
f.g. salt

tsp. or **t.**—teaspoon
1 tsp. vanilla *or* 1 t. vanilla

Tb. or **T.**—tablespoon
1 Tb. flour *or* 1 T. flour

fl. oz.—fluid ounce
8 fl. oz. apple juice

c.—cup
2 c. vegetable shortening

pt.—pint
1 pt. sour cream

qt.—quart
1 qt. milk

gal.—gallon
1 gal. soy sauce

oz.—ounce
5 oz. grated cheese

lb.—pound
2 lb. beef

Metric Measurements

g. or **gm.**—gram
6 g. fish *or* 6 gm. fish

k. or **kg.** or **kgm.**—kilogram
1 k. beef *or* 1 kg. beef *or* 1 kgm. beef

ml. or **mL.**—milliliter
10 ml. sugar *or* 10 mL. sugar

l. or **L.**—liter
1 l. boiling water *or* 1 L. boiling water

Time

min.—minute
Cook for 10 min. over low heat.

hr.—hour
Soak in cold water for 1 hr.

Temperature

F—Fahrenheit (standard)
Bake at 350 degrees F for 1 hr.

C—Celsius (metric)
Bake at 175 degrees C for 1 hr.

deg. or °—degrees
Bake at 350 deg. F for 1 hr. *or*
Bake at 350° F for 1 hr.

Length

in. or "—inch
Use a 10-in. by 6-in. pan. *or*
Use a 10" by 6" pan.

x—by
Use a 10" x 6" pan. *or*
Use a 10-in. x 6-in. pan.

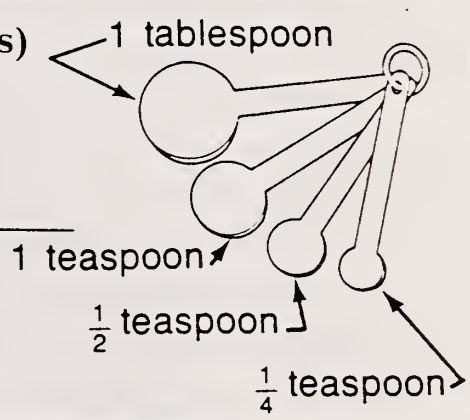
Food Measurements

Few grains, dash, and pinch
measure very small amounts of food.

Example: salt

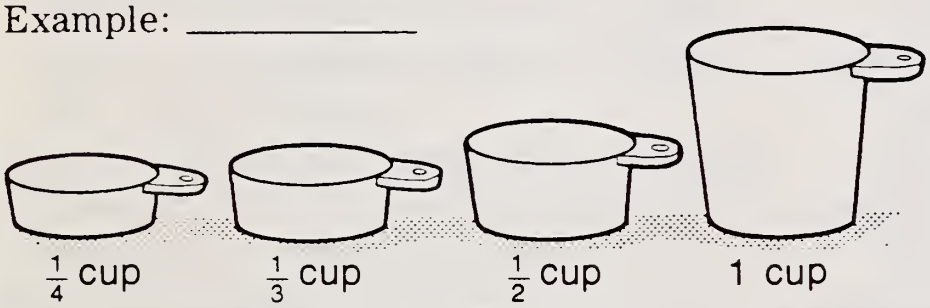
Spoons (milliliters)
measure dry foods and liquids.

Example: _____

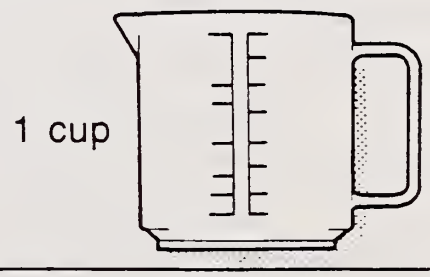


Cups (milliliters)
measure dry foods and liquids.

Example: _____

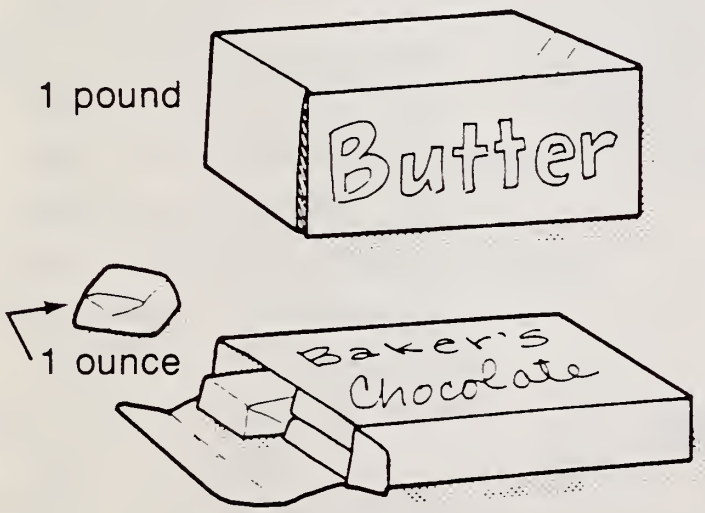


Example: _____



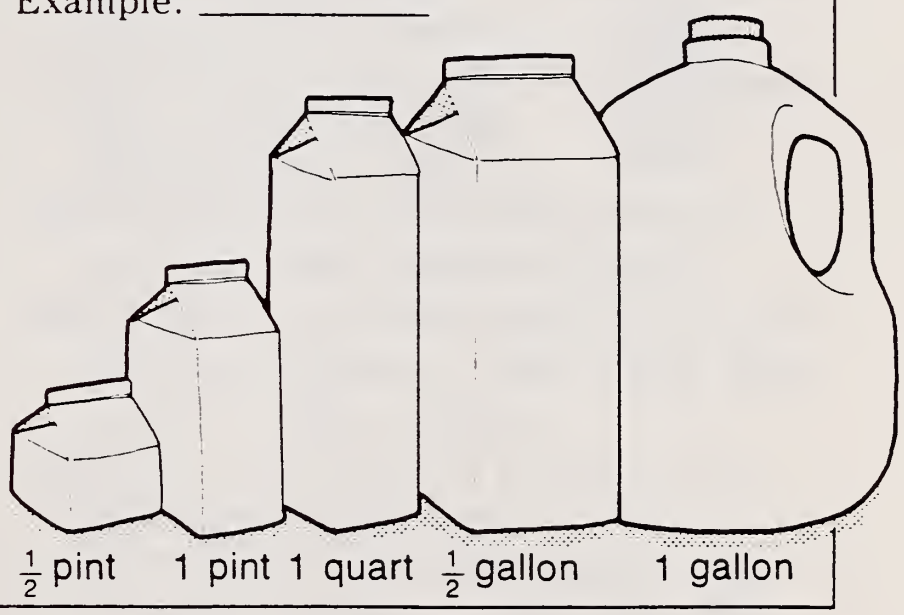
Ounces, pounds (grams, kilograms)
measure dry foods.

Example: _____



Pints, quarts, gallons (milliliters, liters)
measure liquids.

Example: _____



The pictures show different ways that foods are measured. What foods might be measured in each way? Write an example for each picture.

Glossary

ab bre vi a tion A short way to write a word. Example: *tsp.* stands for *teaspoon.*

a mount How much there is of a thing.

burn er The part on top of a stove that gives heat. *Pots of food are cooked on burners.*


burner

ca pa ci ty How much that bottles, cups, and other things hold. Another word for *volume.* Cups, pints, quarts, gallons, milliliters, and liters measure capacity.

Cel sius When heat (temperature) is measured by the metric system. Water freezes at 0 degrees Celsius; it boils at 100 degrees Celsius.

chopped Cut up into many very small bits.

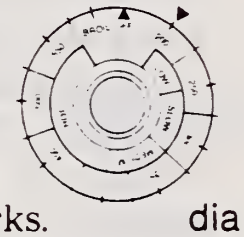
con tain er The box, can, bottle, jar, or carton that a food comes in.

dash A very small amount that is less than ⅛ teaspoon. A dash is the same as a *pinch* or a *few grains.*

deep fry To cook food in a pan of hot fat.

de gree One unit of heat. *500 degrees is hotter than 200 degrees.*

di al A part of something, such as a stove or clock, that shows measuring marks. *Stove dials measure out heat. Clock dials measure time.*


dial

di rec tions The steps that tell how to do something.

edge The thin side of a tool such as a knife.


edge

e quals To be the same as.

e quiv a lent A same amount. A measurement that is the same amount as another measurement. *4 quarts is the equivalent of 1 gallon.*

ex act Just right; not too much and not too little.

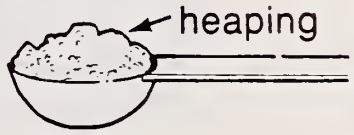
Fahr en heit When heat (temperature) is measured by the standard system. Water freezes at 32 degrees Fahrenheit; it boils at 212 degrees Fahrenheit.

few grains A very small amount that is less than ⅛ teaspoon. A few grains is the same as a *dash* or a *pinch.*

flu id ounce A standard unit that measures small amounts of liquids. A 1-cup liquid measuring cup holds 8 fluid ounces.

gal lon A standard unit that measures large amounts of food. 1 gallon is the same as these amounts: 4 quarts, 8 pints, 16 cups, 128 fluid ounces.

gram A metric unit that measures the weight of light things. 1,000 grams is the same as 1 kilogram.


heaping

heap ing Piled up past the top of a spoon or cup.

in gre di ent One of the parts of a mixture; one of the foods you need to make something.

ki lo gram A metric unit that measures how heavy a thing is. 1 kilogram is the same as 1,000 grams.

label

la bel The part on a box, can, jar, or carton that tells about the food inside it.

lev el (adjective) To be flat across the top. *Use a level teaspoon of flour.*

lev el (verb) To scrape across the top of a food such as flour to make it flat. *Level the flour with a spatula.*

liq uid A wet food such as water and milk that you can pour.

li ter A metric unit that measures large amounts of liquids. 1 liter is the same as 1,000 milliliters.

mark er line One of the lines on something such as a liquid measuring cup. The lines mark off the different amounts you can measure.

mea sure To get a certain amount of something.

mea sure ment A certain amount of something, such as food, time, heat, and length.

met ric A system of measurements that most people in the world use. Liters, milliliters, grams, and kilograms are some metric measurements that are used in cooking.

mil li li ter A metric unit that measures how much space something small takes up. 1,000 milliliters is the same as 1 liter.

ounce A standard unit that measures the weight of light things. 16 ounces is the same as 1 pound.

pack age Something that food is wrapped in. Bags and boxes are packages.

pint A standard unit that measures an amount of food. 1 pint is the same as 2 cups or 16 fluid ounces.

plas tic A hard material that dishes are sometimes made of. Measuring cups and spoons are often made of plastic.

pound A standard unit that measures how heavy something is. 1 pound is the same as 16 ounces.

quart A standard unit that measures an amount of food. 1 quart is the same as 2 pints or 4 cups or 32 fluid ounces.

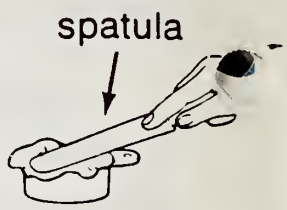
rec i pe A list of what you need and what to do to make or cook a certain food or dish.

sift To loosen food such as flour by using a sifter.

sift er A kitchen tool that loosens or gets out the lumps in foods such as flour.

sim mer To cook food very slowly on low heat.

spat u la A kitchen tool with a flat, thin blade. It is used to spread or even things. A spatula is used to scrape wet foods out of bowls or pots and to even off dry foods in measuring cups and spoons.



stan dard The system of measurements that people in the United States use most often. Some standard measurements used in cooking are: teaspoons, tablespoons, cups, pints, quarts, gallons, ounces, and pounds.

syr up A sweet, thick liquid. Candy and jelly are made from syrup.

ta ble spoon A large standard measuring spoon.

tea spoon A small standard measuring spoon.

tem per a ture How hot or cold a thing is.

ther mom e ter A tool for measuring how hot or cold something is.

tim er A kitchen tool that measures off time. It shows when a certain number of minutes is up.

u ten sil Any tool, bowl, pot, or other thing you use to get a job done. Cups, spoons, knives, and pots are kitchen utensils.

vol ume The amount of space that something takes up. Another word for *capacity*. Cups, pints, quarts, gallons, milliliters, and liters are units that measure volume.

weight How heavy something is. Ounces, pounds, grams, and kilograms are units that measure weight.

Glossary

a dapt To change a little.

all - pur pose Used for many things.

a mount How much there is of something.

ap pli ance A machine that does a special job. *Stoves and toasters are appliances.*

bar be cue To cook food such as meat over a charcoal or wood fire.

baste To spread a liquid or melted fat all over food that is cooking.

bat ter A mixture of flour, eggs, milk, or other liquids. *Cakes are made of batter.*

beat To mix or stir very hard and quickly.

blend To completely mix different foods together to make a smooth mixture.


blender

blend er A kitchen machine that mixes and chops food quickly.

boil To heat a liquid until it is very hot, bubbles quickly, and makes steam.

braise To cook food in a little liquid with low heat.

broil To cook food by putting it next to a very high heat or flame; to grill.

brown To fry meat until it turns brown.


burner

burn er The part on top of a stove where food is cooked.

coat To cover food with flour or bread crumbs before cooking it.


colander

col an der A kind of bowl with holes. It is used to rinse or drain food.

com bine To put ingredients together.

cook ing meth od A way of cooking. Baking, frying, and steaming are cooking methods.

core To cut out the tough center of a fruit or vegetable.

cream To mix sugar and shortening together.

cut in To mix shortening with flour by cutting it with a knife or pastry blender.

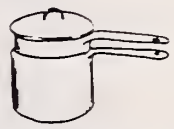
de crease To make or use a smaller amount.

dice To cut food into very small cubes or square pieces.

di rec tions Steps that tell how to put ingredients together and cook them.

dish Food cooked or made in a certain way.

dis solve To melt an ingredient by mixing it with a liquid.


double boiler

dou ble boil er A cooking utensil that is made up of two pots that fit together.

drain To take away liquid that food has cooked or soaked in.

dutch ov en A heavy pot that is used to cook foods such as pot roast.

fat A food such as oil or butter.

fold To mix ingredients by gently turning them over and over with a utensil.


frying fork

fry ing fork A special fork with a very long handle; also called a *meat fork*.

grate To cut food into bits by rubbing it against a grater.


grater

grat er A cutting tool that has very rough sides. It cuts food into many tiny bits.

grill To cook food next to a very high heat or flame; to broil.

in crease To make or use a larger amount.

in gre di ent A food that is needed to make a dish.

knead To mix dough by pressing, folding, and stretching it.

lay er To put a layer of food on top of a layer of another food.

leav en ing An ingredient such as yeast or baking soda that makes food rise.

let stand To put food on a place such as a table and leave it there awhile.

mar i nade Something, usually a liquid, that food is soaked in to give it flavor.

mince To chop food into many tiny bits.

mix To stir foods together.


mixer

mix er A kitchen machine that mixes food.

mix ture Something that is all mixed up together.

op tion al Not really needed; for you to have or not have. *An onion in the salad is optional.*

Reading and Following Recipes Glossary

pack aged food A food that is sold in a bag, box, can, etc.


pastry blender

pas try blend er A special tool that cuts shortening into flour.

pas try brush A small kitchen brush that is used to spread liquids over foods such as pies and roasts.


pastry brush

peel er A cutting tool that is used to take off the skins of fruits and vegetables.


peeler

poach To put food into a hot liquid and gently cook it.

pot hold er A small, thick cloth pad. It is used to handle hot pots and pans.

pre heat To heat an oven before you put food in it.

pre pare To get food ready to cook.

re duce To make lower or less.

re frig er ate To put in a refrigerator.

rinse To wash food with clean water.

roast To cook a large piece of meat, such as a whole chicken, in an uncovered pan in an oven.

room tem per a ture How warm or cold the air is in the kitchen.

sauce pan A cooking pot or pan that has a long handle and sometimes a pouring spout.

sau te To fry food in a small amount of fat.

sea son To add something to food that gives it a special flavor.

sea son ing Something that is added to food to give it a special flavor.

serv ing The amount of food that is enough for one person.

short en ing Cooking fat, such as butter or vegetable oil.

sieve A utensil that has a fine wire screen; another name for *strainer*.

sift er A special utensil that sifts and loosens ingredients such as flour.


sifter

sim mer To cook food that is almost boiling by turning down the heat to very low.

skil let A kind of frying pan.

slice To cut food into thin slices.

spat u la A tool with a wide flat blade. It is used to spread and mix foods.


spatula

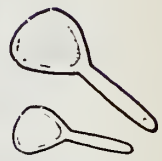
steam To cook food in steam.

steam er A special cooking pot that is used to steam food.

stir To mix foods.

stir fry To fry small pieces of food over very high heat. You stir them quickly as they fry.

strain er A utensil that drains liquids from solid foods. It is also used as a *sifter*.


strainers

sub sti tute To change an ingredient for another ingredient like it. *You can substitute honey for sugar.*

sweet en er An ingredient such as sugar that makes a dish sweet.

thick en er An ingredient, such as flour or cornstarch, that makes liquids thick.

tongs A kitchen tool that's used to pick up food.


tongs

turn er A kitchen tool that's used to turn over foods, especially hot, fried foods.


turner

un til ten der Until hard food has turned soft. *Cook the beans until tender.*

u ten sil A thing that helps you mix, cut, prepare, cook, or serve food.

whip To mix or beat food such as egg white very quickly until it is light and fluffy.


wire whisk

wire whisk A mixing tool used for beating or whipping food.

wok A metal pot that is shaped like a large, flat bowl. It is usually used to stir fry food, as in Chinese cooking.

wood en spoon A large spoon made of wood that is used to stir or serve food.

yield The amount of food a recipe makes.

Glossary

ac tiv i ty Something you do.

ad di tive An ingredient that's added to packaged food to make it last longer, look and taste better, or have more nutrients.

ap prox i mate Close enough; near.

av er age Ordinary; normal; usual.

bac ter i a Very tiny plants that you can see only with a microscope.

bal anced di et A diet that gives you *every* nutrient you need for good health.

bal anced meal A meal that is made up of foods from each of the basic food groups.

ba sic food group A group of foods that gives certain basic nutrients (nutrients your body must have in order to live).

cal o rie A unit that measures the energy in food.

car bo hy drate A basic nutrient found in foods such as bread and vegetables.

com bine To put different things together.

con tents The food inside a package.

dai ly food guide A guide that tells what kinds of food to eat every day for good health.

de fi cien cy Not enough of a nutrient.

di et The foods a person usually eats.

di gest To break down food into very small parts that cells in your body can use.

emp ty cal o ries Foods that have lots of calories but little or no nutrients.

en er gy The power or strength to do things.

en er gy lev el How tired or full of energy a person feels.

en rich To put back. Foods that are enriched have nutrients put back into them.

fat A nutrient that gives the body energy.

fa vor ite Best liked.

for ti fy To add. Foods that are fortified have other nutrients added to them.

gen e ral health What your health is like most of the time.

health ful di et A diet that keeps you healthy.

in gre di ents The things that are mixed together to make a certain food.

junk food Prepared food, usually from stores and fast-food places, that is very high in fat and sugar.

la bel Information on a package about the food inside it.

mal nour ished In bad health because of bad nutrition; not getting enough nutrients.

meal The foods you eat for breakfast, lunch, dinner, and snacks.

min er al A basic nutrient that is found in all foods. It helps build up your body.

min i mum The smallest amount.

net weight The weight of the food inside a package.

nu tri ent The part of food your body uses to keep healthy and to grow.

nu tri tion The way living things need and use food to grow, keep healthy, and stay alive.

per ish a ble Able to spoil quickly.

per serv ing For each serving.

por tion An amount of food or drink.

pre ser va tive Something that is added to food to keep it from spoiling.

pro duct Something that a person or company makes. *Bread is a product.*

pro tein A basic nutrient that is found in food such as meat.

sed en tar y Not active; being still most of the time.

serv ing A helping of food or drink that's enough for one person.

snack A small meal; food that's eaten between regular meals.

source A place or thing that something comes from. *Liver is a good source of iron.*

va ri e ty Many different kinds.

vig or ous Very active.

vi ta min A basic nutrient such as vitamin C. Vitamins are found in most foods, but especially in fresh foods.

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